Limitless Dreams, **Endless Opportunities**

Science Curriculum



Subject Leader – Alice Whitwam



Contents of this scheme of work:

- 1. Our intent, implementation and impact
- 2. Explanation and overview of key Science concepts within our curriculum.
- 3. Progression of disciplinary knowledge and substantive knowledge and skills
- 4. Subject end points
- 5. Subject road map

Intent

Science teaching at Manor Park, aims to give all children a strong understanding of the world around them, whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of the uses and implications of science - today and for the future. All children are encouraged to develop and use a range of skills including: observations, planning and investigations, as well as being encouraged to question the world around them and become independent learners in exploring possible answers for their scientific based questions. Specialist vocabulary for topics is taught and effective questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.

Implementation

In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. Where possible, Science is linked to class topics or a high-quality text, however it is also taught as discrete units and lessons where needed to ensure coverage. We ensure that all children are provided with rich learning experiences that aim to prepare our children for life in an increasingly scientific and technological world. Throughout Science lessons at Manor Park, we want children to acquire a growing understanding of the nature, processes and methods of scientific ideas. We aim to build on natural curiosity and develop a scientific approach to problems; encouraging open-mindedness, self-assessment, perseverance and developing the skills of investigation.

Impact

The impact and measure of this, is to ensure children not only acquire the appropriate age-related knowledge linked to the Science curriculum, but also skills which equip them to progress from their starting points and build links on previously acquired learning. Children at Manor Park, will have a wider variety of skills linked to both scientific knowledge/understanding, and scientific enquiry. Children are consulted about the delivery of science through a regular pupil voice, as we want children to enjoy and be enthusiastic about science in our school. We have a robust, annual monitoring schedule in place, which includes learning walks and book scrutiny – with meaningful feedback provided. Our SLT are kept up to date with developments in the way Science is run in our school, with monitoring updates and evaluated action plans.

Overview of Subject Content

	Autumn	Spring	
Reception	Settling in - All about me	Winter Food Plants & Growing Animals	
Year 1	Let's go on an animal adventure Biology: Animals including humans	Home Sweet Home Chemistry: Everyday Materials	Ea
Year 2	Why did London Burn? Chemistry: Everyday Materials	Ready, Steady, Go! Biology: Animals including humans	Biology:
Year 3/4	Going, going, gone! Biology: Animals including humans	Charging About! Physics: Electricity Chemistry: States of Matter	
Year 5/6	Bright Sparks! Electricity/Light	The Wonder of it all! Animals including humans	

Summer

Toys/Families Journeys

How does your garden grow? Biology: Plants arth Science: Seasonal Changes

Remarkable Rainforests-: Plants/Living Things and their habitats

Crash, Bang, What's that sound? Physics: Sound

> Are you a survivor? Evolution & Inheritance

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Year 1	Let's go on an Animal Adventure Animals including humans Match animals to their group (amphibians, reptiles, birds and mammals). Describe a feature of an amphibian, fish, bird, mammal and reptile. Explain what a carnivore, herbivore and an omnivore is. Draw scientific diagrams of different animals and label their features, e.g., scaly skin and gills on a fish. Label parts of the human body. Explain each of their senses.	Home Sweet Home Everyday Materials Identify different materials Children can find objects that are made out of specific materials, e.g., metal, plastic or wood. Children can say which material they would make a chair, jumper or a window out of. Children can sort materials by their properties. Describe each material and its properties (after investigation). Draw an object and describe the materials and properties. Children can identify if a material is absorbent or not.	How does your garden grow? Plants/Seasonal Changes Identify some common garden plants and know what a weed is. Name and draw some common trees. Draw and label the parts of a plant. What are the four seasons? Can you describe what we wear in each season and why? Can you describe the weather in winter? What order to the seasons go in? What will happen to puddles on a very cold day? Why?	Ask simple questions and recognise that they can be answered in different ways e.g. Why are flowers different colours? Why do some animals eat meat and others do not?	Identify and classify e.g., Mammals and birds	Use simple equipment to Observe closely and perform simple test. Know whether the test has been successful and can say what has been learned. Gather and record data to help in answering questions	Make a simple written explanation about what has been learned from an investigation or what conclusions have been found. Use their observations and ideas to suggest answers to questions.
Year 2	London's Burning Everyday Materials Children can identify what an object is made from and link this to its properties. Children can explain which materials would be suitable for building houses Children can sort materials based on their properties. Children can name materials that are stretchy/hard/ strong. Children can identify materials that can be changed by squashing, bending, twisting and stretching.	Ready, Steady, Go! Animals including humans Children are aware that animals, including humans, have offspring which grow into adults. Children can identify the basic needs of all humans and animals for survival. Children discuss the importance for humans of exercise, food, and hygiene. Children to name things we can do to stay healthy, including teeth.	Remarkable Rainforests Living things and habitats/Plants Children can identify the difference between things that are living, things that are dead and things that have never been alive. Children understand how different animals are suited to their environments. Children can explain what a 'microhabitat' is. Children are able to explain and order a simple food chain. Children will observe and describe how seeds and bulbs grow into mature plants. Children to plant seeds to show how plants need water, light and a suitable temperature to grow and stay healthy.	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum e.g. Why do some trees lose their leaves in autumn and others do not? How long are the roots of tall trees? Why do some animals have underground habitats?	Identity, group and classify according to a given criteria e.g., natural or man-made materials.	Pertorm simple comparative and fair tests e.g., finding out how seeds grow best or which material is suited to a given purpose. Use simple equipment to observe closely. Gather and record data to help in answering questions including from secondary sources of information using drawings, labelled diagrams, block graphs or tables.	Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways e.g., simple written reports or write ups. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns.

Lower key stage 2 The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. 'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.

Upper key stage 2 The principal focus of science teaching in is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. 'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read, spell and pronounce scientific vocabulary correctly.

Substantive Knowledge			Disciplinary Knowledge				
		Children know		Asking Questions	Classifying	Investigating, Observing and Recording	Analysing and Evaluating
Year 3/4	Going, going, gone!	Charging About!	Crash, Bang, What's that sound!	Ask relevant	Group	Set up simple practical enquiries,	Report on findings from
	Animals including	Electricity	Sound	questions	information	comparative and fair tests e.g. To	enquiries, including oral
	humans	States of Matter	Children can identify different	and use	according to	see which type of soil is most	and written
			sources of sound.	different	common	suitable when growing two similar	explanations, displays or
	Know which animals	The children can identify common	Children can explain what sound	types of	tactors e.g.,	plants? To see it their right hand is as	presentations of results
	ao not nave a	appliances which run on electricity.	IS.	scientific	plants that	efficient as their left. Set up a tair	and conclusions
	skeleton. Eveletie thet even elec	The children are able to explain why the	Children can explain now sounds	enquiries to	grow in	rest with different variables e.g., the	Use results to draw
	Explain that muscles	human body is a good conductor of	dre made. Children egn evelgin why different	answer them	woodianas/	Dest conditions for a plant to grow.	simple conclusions,
	in the number of the arranged in pairs	electricity.	children can explain why allerent	e.g. why	pianis indi grow in	is a fair one	make predictions for
	Evolain what our	Children can explain why this makes	nusical instruments make amerent	does me	growin gardons (Yr	is a fail offe. Set up simple practical opquiries	improvements and raise
	hones do	electricity very dangerous.	Understand the link between	appear as	3 focus) = a	comparative and fair tests e a	further questions
	Explain how a	The children are able to draw and label	sounds and vibration	different	Venn	Which of two instruments make the	tormer questions
	healthy diet keeps	a series circuit.	Recognise that vibrations from	shapes in the	Diagrams	highest or lowest sound and does a	
	our bodies healthy.	The children can draw and label a	sounds travel through a medium	niaht sky?	with	alass of ice weigh more than a alass	
	Label the parts of	parallel circuit.	to the ear.	Why do	bisecting sets	of water? Set up a fair test with	
	the body central to	Construct a simple series electrical	Find patterns between the volume	shadows	or Carroll	more than one variable e.a., using	
	digesting food.	circuit, identifying and naming its basic	of a sound and the strength of the	change	Diagrams	different materials to cut out sound.	
	Put in order the	parts, including cells, wires, bulbs,	vibrations that produced it.	during the	Group	Can explain to others why a test is	
	processes involved	switches and buzzers.	Explain why sounds get fainter as	day? Where	information	fair e.g., discover how fast ice melts	
	in digesting food.	Identify whether or not a lamp will light	the distance from the sound	does a fossil	according to	in different temps.	
	Describe and order	in a simple series circuit.	source increases.	come from?	common	Gather, record, classify and present	
	a food chain and	Working In a group, the children are		Why are	factors e.g.,	data in a variety of ways to help in	
	label the primary	able to build a circuit where each of the		steam and	materials	answering questions drawings,	
	consumer,	bulbs can be switched on/ off		ice the same	that make	labelled diagrams, keys and child	
	secondary .	independently.		thing?	good	constructed bar charts and tables	
	consumer and	Recognize that a switch opens and		Why is the	conductors	Make systematic and careful	
	terflary consumer.	closes a circuit.		liver	or insulators.	observations and, where	
		The children are able to explain why the		important in	(Yr4 tocus)	appropriate, take accurate	
	explain the function	circuit worked.		ine algestive	e.g., venn Digarama	measurements using standard units,	
	tooth	Recognise some common conductors		What do we	with	including thermometers and data	
		and insulators, and associate metals		mean by	hisecting sets	loggers	
		with being good conductors.		nitch when it	or Carroll	1099013	
		Children will compare and group		comes to	Diagrams		
		materials together, according to		sound?			
		whether they are solids, liquids or gases.					
		Explain that some materials change					
		state when they are heated or cooled.					
		Describe the part played by					
		evaporation and condensation in the					
		water cycle.					
		Link the rate of evaporation with					
		temperature.					
		Start to become aware that all matter					
		(stuff) in the universe is made up of finy					
		building blocks.					
		of the building blocks of matter and the					
		forces that hold them teacther or push					
		them apart explain all the properties of					
		metter (o, a, bet/cold soft/bard					
		light/heavy_etc)					

		Children will start to understand that all					
		matter can change if the arrangement					
		of these building blocks changes.					
Хала Г //	Dui adat Cua andrai		The Wender of Hell	Dieve elifferreich		Kaavyyyhiala turaa afiiryyaatiiratiira is	
rear 5/6	Bright Sparks:	Are you d survivor?	Animals including humans	Fight different	things and	know which type of investigation is	findings from
	Light	evolution and internatice	Animais incloaing nomans	rypes or	racagnica patterns	recentific onquinuo a Looking at	
	LIGITI	Children can explain why living things	To be able to name the major parts	enquires to		the relationship between pulse	
	Conductors have	bave specific adaptations that help	of the circulatory system	answer aiven	ways of presenting	and exercise	relationships and
	free electrons and	them survive in their babitats	Conduct scientific investigations	auestions	e a classification	Set up a fair test when needed	explanations of and
	when electrical	Explain the process of evolution	over a longer period of time	Plan different	kevs	e a. Does light travel in straight	degree of trust in
	current flows	The children are able to explain the	acthering data, finding averages	types of	KC y 5.	lines?	results in oral and
	through a	difference between inherited and	and making predictions	scientific		Know how to set up an enquiry-	written forms such as
	conductor the	acquired characteristics	Present findings of the scientific	enquiries to		based investigation e.g. What is	displays and other
	electrons move like	Explain how fossils are created	investigations in charts and araphs	answer their		the relationship between oxygen	presentations
	people in a queue	To be able to explain what has been	Describe the changes as humans	own or		and blood?	Use results to draw
	A chemical	discovered through studying fossils	develop to old age.	others'		Record data and results of	
	reaction inside a	Recognise that living things have	Identify and name the main parts	questions.		increasing complexity using	evaluative when
	cell produces the	changed over time	of the human circulatory system.			scientific diagrams and labels,	explainina findinas
	charaed particles	Understand that living things produce	Describe the functions of the heart,			classification keys, tables, scatter	from scientific
	that can flow	offspring of the same kind, but they are	blood vessels and blood			graphs, bar and line graphs	enquiries and is clear
	around a circuit.	not identical to their parents	Recognise the impact of diet,			Take measurements, using a range	about what has
	That an electrical	Identify how animals and plants are	exercise, drugs and lifestyle on the			of scientific equipment, with	happened in recent
	current can only	adapted to suit their environment and	way their body's function			increasing accuracy and	enquiries and can
	flow if there is	that adaptation may lead to evolution.	Explain how nutrients and water are			precision, taking repeat readings	relate this to other
	complete circuit.		transported within animals,			when appropriate (including	enquiries where
	The symbols for the		including humans.			capacity, mass, ratio and	appropriate
	components in an					proportion)	
	electrical circuit.						
	Children can:						
	Draw and build						
	simple circuits. Fix						
	broken circuits so						
	Indi a duid will						
	light up.						
	ose recognised						
	representing a						
	simple circuit in a						
	diaaram						
	Associate the						
	briahtness of a						
	lamp or the						
	volume of a buzzer						
	with the number						
	and voltage of						
	cells used in the						
	circuit.						
	Compare and give						
	reasons tor						
	variations in how						
	components						
	IUNCTION.						
	Sources Draw on a						
	digaram the						
	correct nath of the						
	ray of light for a						

person to see an			
obiect			
Describe how the			
size of a shadow			
changes as an			
opqque object is			
moved closer or			
further away from			
a light source			
To be able to			
explain that white			
light is made of			
different colours of			
liaht			
Draw lines on a			
diagram to explain			
how a person sees			
an object through			
a periscope			
Use the idea that			
light travels in			
straight lines to			
explain how we			
see things.			
Explain that we			
see things			
because liaht			
travels from light			
sources to our eyes			
or from light			
sources to objects			
and then to our			
eyes.			
Use the idea that			
light travels in			
straight lines to			
explain why			
shadows have the			
same shape as the			
objects that cast			
them.			

The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning. Year 1 – Cycle A

Animals including humans – Biology	Everyday Materials - Chemistry	Soci
		5603
Children can: Identify human body parts Say which of the senses each body part uses Ask simple questions about the human body Identify and classify animals into the following groups – mammals, amphibians, reptiles, birds and fish Explain what an omnivore, carnivore and herbivore is and be able to name an example of each	Children can: Identify different materials Find objects that are made out of specific materials Say which material they would make a chair, jumper or a window out of. Sort materials by their properties. Compare and group materials according to their properties	Children can: Talk about how the do Name the four season List the order of the sea Identify some common and know what a wee Name and draw some Draw and label the po
	Year 2 – Cycle A	
Everyday Materials - Chemistry	Animals including humans - Biology	Plants/Livir

Children can: Identify what an object is made of Sort materials based on their properties Perform simple tests with equipment to make comparisons between materials and suitability for different purposes Test and record how different materials can be changed.	Children can: Explain the basic needs of all humans and animals. Name the basic food groups and know how they help our bodies. Name things we can do to stay healthy. Name the offspring of different animals	Children can: Explain what plants ne Explain how plants ma food. Understand what seed they help a plant. Explain and order a sin Understand how differe suited to their environn Explain what a 'microh

Plants – Biology sonal Changes – Earth Science

ays and weather change through the year? ns and talk about how they are different easons on garden plants ed is. e common trees. arts of a plant.

ing things and their habitats - Biology

ed to grow. ke their own

ds are and how

mple food chain. rent animals are ments. habitat' is

		Years 3 and	d 4 – Cycle A	
Animals inclu	uding humans	Electricity	States of Matter	Sound
Biol	logy	Physics	Chemistry	Physics
Children can: Identify which animals do not have a skeleton Explain how muscles and bones work in the human body Explain how a healthy diet keeps our bodies healthy. Label and order the process of food digestion Explain the function of different types of teeth		Children can: Draw and label a series and parallel circuit Construct a simple series electrical circuit, Build a circuit where each of the bulbs can be switched on/ off independently. Describe how a switch can be used to open and close a circuit. Recognise some common conductors and insulators, and associate metals with being good conductors	Children can: Name the three states of matter. Describe the qualities of different solids, liquids and gases. Describe how solids, liquids and gases behave. Explain the process of melting and freezing. Identify condensation and evaporation in the water cycle.	Children can: Explain what sound is and how sounds are made. Explain the link between sounds and vibration. Describe how we hear things and why sounds get fainter as the distance from the sound source changes
		Years 5 and	d 6 – Cycle A	
Electricity	Light	Animals inclu	uding humans	Evolution and Inheritance-
Physics	Physics	Bio	logy	Biology
Children can:	Children can:	Children can:		Children can:
Explain that an electrical current can only	Explain how we see things from light	Describe the changes to humans as they develop to old age.		Explain the process of evolution.

Identify and name the main parts of the human circulatory system.

Discuss the impact of diet, exercise, drugs and lifestyle on the way their bodies

Explain how nutrients and water are transported within animals, including humans.

Describe the functions of the heart, blood vessels and blood

function

sources to our eyes

them.

Describe how the size of a shadow

changes as an opaque object is moved

Use the idea that light travels in straight

lines to explain why shadows have the

same shape as the objects that cast

closer or further away from a light source.

flow if there is complete circuit.

Use recognised symbols when

buzzer louder

Draw and build simple circuits and fix

broken circuits so that a bulb will light up.

representing a simple circuit in a diagram

Discuss how to make a bulb brighter or a

how fossils are created.

Explain the difference between inherited and acquired characteristics. Talk about fossils – what it is, how it is created and the information they provide

Recognise that living things produce offspring of the same kind, but they are not identical to their parents

Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.

