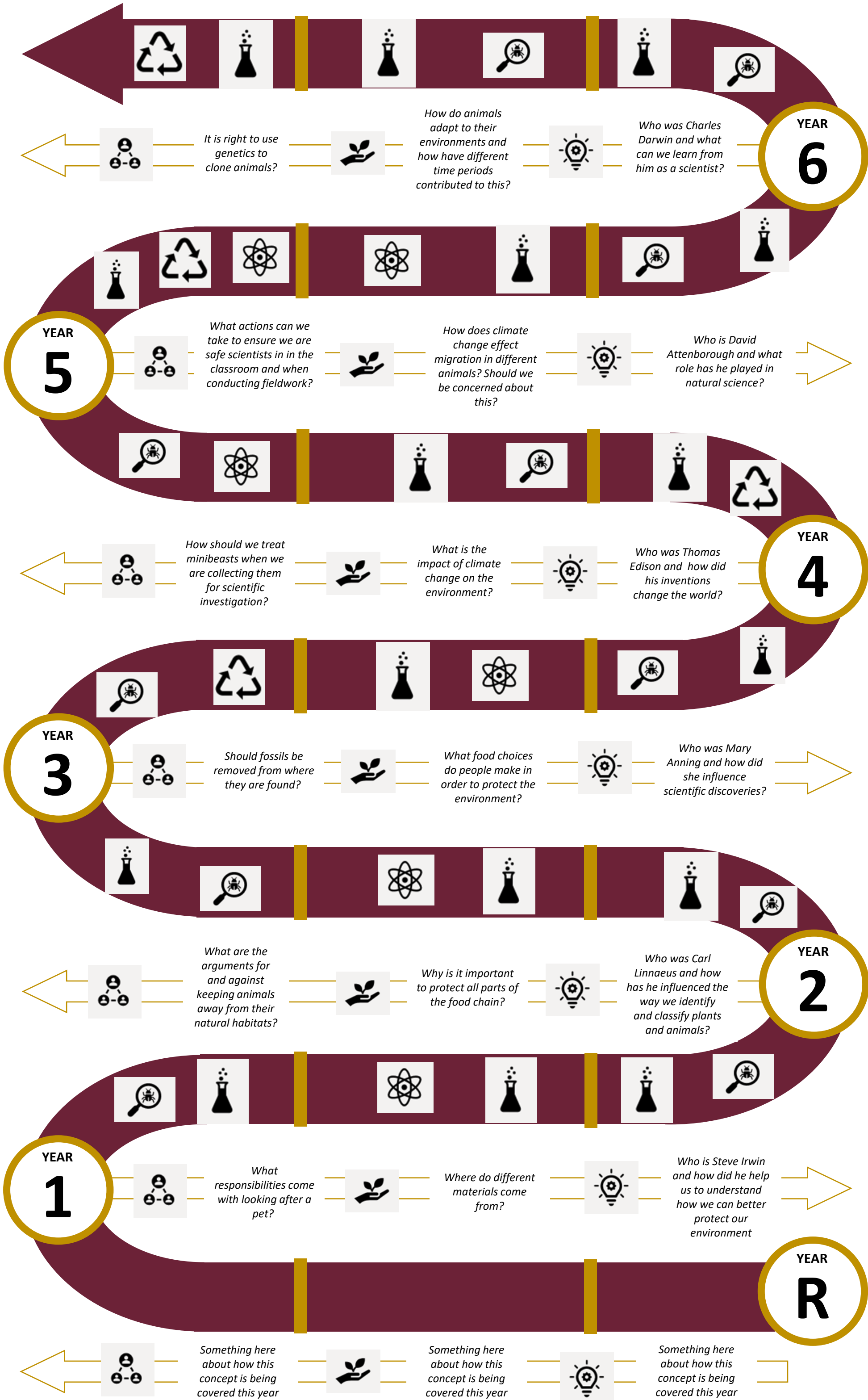




Science: we aim to

Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less- Marie Curie



Science Core Concepts



Being Scientific
Explore, describe, observe and question the world around us.



Life
Recognise differences and similarities between living things to develop an understanding of characteristics of life.



Energy
Explore and evaluate the characteristics of different forms of energy and recognise how energy supports life on earth.



Matter
Compare and explain how the properties of different materials impacts the way that they are used and respond to change.

Taught through the age appropriate expectations of the National Curriculum

Science Concepts



Invention and innovation
The impact of significant scientists and the power that their forward thinking has had on advances in science.



Change and sustainability
The scientific impact of life and how it contributes positively and negatively to the environmental/physiological changes that occur in the world's eco-systems and life-cycles.



Morals, ethics and values
The study of scientific morals, ethics and values, exploring how science comes with responsibility for care and safety.

Outcomes

- Y1-** Draw and label parts of a body.
- Cut, stick and sort animal pictures of herbivores/ carnivores/ omnivores
- Discuss the best materials for the Three Little pigs' house.
- Children to complete a seasons profile
- Y2-** A poster based on all previous learning in topic
- Research factfile into different habitats of Animals in different areas of the world.
- Use powder paint and cotton wool to explain pollination and seed dispersal.
- Make a microhabitat and observe the animals within it.
- Y3-** Make a skeleton string puppet.
- Silhouette artwork, children discuss key vocabulary and how a shadow forms.
- Fact file on Mary Anning and work on fossil formation.
- Children to design and make their magnet game (Fish and Rods)
- Draw/ label a flowering plant and explain how seeds are dispersed.
- Make a 3D plant with different parts.
- Y4-** Build a circuit with a buzzer and a switch.
- Present learning from unit as a science expert choosing to do a poster or PP presentation.
- Group living things found in local environment based on classification features and explain why they have done so.
- Create a food chain and draw/ label with scientific vocabulary.
- Plan to make positive changes to an area in the local environment
- Y5-** practical lesson on separating materials and best tools to use for this.
- A botanical illustration
- Create a table of gestation periods in different animals.
- Y6-** Create a mini booklet about light.
- Classify unusual living things
- Write a 'Just So' story about a living creature
- D.A.R.E report
- End of topic quiz on circulatory and respiratory systems.

Investigations

- Y1-** Experiment using senses and different items.
- Investigation into materials which can bend/ twist and squash.
- Plant a seed and watch it grow over time
- Y2-** investigation into best material for a waterproof cat shelter.
- An investigation into flexibility of materials.
- Investigation into strongest paper to wrap a present.
- Y3-** Plant growth investigation with different amounts of light.
- Investigation into lung capacity
- Y4-** investigation into the best material to reduce sound.
- Y5-** Investigation which compares shadows over the course of a day to explain the movement of the Earth around the sun.
- Parachute air resistance investigation
- Plan and carry out an investigation into the best insulating material to keep drinks warm.
- Y6-** Create an electricity investigation