

National Curriculum Science:			
Step	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
NC Ongoing	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask <i>simple questions and recognise that they can be answered in different ways</i>.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• <i>Identify and classify</i>.</li> <li>• Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</li> </ul>	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answer questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
	<b>Can you spot any similarities or differences in the way that animals are structured?</b>	<b>How can heat be used in the sculpting process?</b>	
1	<p><b>Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, <i>birds</i> and mammals.</li> <li>• Describe and compare the structure of a variety of common animals. (birds)</li> </ul>	<p><b>States of Matter</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zsgwwxs">https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zsgwwxs</a></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> </ul>	
2	<p><b>Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, <i>birds</i> and <i>mammals</i>.</li> <li>• Describe and compare the structure of a variety of common animals. (polar bears)</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>	<p><b>States of Matter</b>  <b>Oobleck:</b> <a href="https://www.youtube.com/watch?v=VDm8Q7c9npc">https://www.youtube.com/watch?v=VDm8Q7c9npc</a></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> </ul>	

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3	<p><b>Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p><b>States of Matter</b></p> <p><b>Freezing and melting:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/z9ck9qt">https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/z9ck9qt</a></p> <p><b>Evaporation and condensation:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zydxmnb">https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zydxmnb</a></p> <p><b>Ice investigation:</b> <a href="https://www.youtube.com/watch?v=-vw7Dlc7-fk">https://www.youtube.com/watch?v=-vw7Dlc7-fk</a></p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celsius (°C). Ice investigation.</li> </ul>	
4	<p><b>Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul>	<p><b>States of Matter</b></p> <p><b>Heating</b></p> <p><b>Lost wax casting:</b> <a href="https://www.youtube.com/watch?v=uPgEIM-NbhQ">https://www.youtube.com/watch?v=uPgEIM-NbhQ</a></p> <p><b>Candle investigation:</b> <a href="https://www.rigb.org/families/experimental/candle-chemistry">https://www.rigb.org/families/experimental/candle-chemistry</a></p> <ul style="list-style-type: none"> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celsius (°C). Heating wax investigation.</li> </ul>	