Science







Science Curriculum Overview

Year (group	Autumn 1	Autumn 2	Sp	oring 1	Spring 2	Summer 1	Su	mmer 2
Early	Years					l		l	
	Project Title	Super Senses	Memory Box	Bright lights big city	Rain and Sunrays	Paws, Claws and Whiskers	The Enchanted Woodland	Di	nosaurs
1	Subject focus	Biology - Plants and animals, including humans	Chemistry - Everyday materials	Chemistry - Everyday materials		Biology - Animals, including humans	Biology – Plants and Animals, including humans		y - Animals, ing humans
2	Project Title	Let's Explore Our World	Towers, Turrets and Tunnels	Mixtures		ers and Shakers	The Scented Garden	Beac	h Combers
	Subject focus			Chemistry - Uses of everyday materials			Biology - Plants/ Living things and their habitats	Biology - Ai Humans	nimals including
	Project Title	Scrumdiddlyumptious	Tribal Tales	Tr	emors	Urban Pioneers	Gods and Mortals	Flow	Mighty Metals
3	Subject focus	Biology - Animals, including humans	Physics - Light	Chemistry - Rocks		Biology - Plants		Physics - Forces and magnets	
	Project Title	Burps, bottoms and bile	l am a warrior	Po	otions	Misty Mountain Sienna	Traders and Raiders	ВІ	ue Abys
4	Subject focus	Biology - Animals, including Humans Person of note: Mary Mallon	Physics – sound	Chemistry - States of Matter Person of note: Marie Curie		Chemistry - States of Matter Physics - Electricity		· ·	iving things and cluding Humans
	Project Title	Amazon Adventure	Pharaohs	Sta	rgazers	A Greener Future	Peasants, Princes and Pestilence	Mesme	rising Mayans
5	Subject focus	Biology – Animals, including Humans and Living Things	Chemistry – Properties and Changes in Materials	Person o	arth and Space f note: Annie ion / Sally Ride	Physics - Light			
	Project Title	Off with Her head	Frozen Kingdom	Rev	olution	A CI	hild's War		n Machine / ery Rebels
6	6 Subject focus	Biology – Animals, including Humans Person of note: William Harvey	Biology – Evolution and Living things						cs – Forces – Electricity

Science Progression of knowledge and skills

NC Science Unit	Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	Biology	of a plant and an animal. Begin to understand care for the natural things Skills: UTW - Plant seeds a plants.	for hands-on exploration	Enchanted Woodland Knowledge: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees Skills: Observe changes in growing plants Classify plants into groups (deciduous and evergreen) Paws, claws and whiskers Knowledge: Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals	Knowledge: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Knowledge: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and air to grow) and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Skills: Investigate the way in which water travels through a plant.			

Describe and	
compare the	
structures of a	
variety of	
common animals	
(fish,	
amphibians,	
reptiles, birds	
and mammals	
including)	
Dinosaurs	
Knowledge:	
Identify and	
name a variety of	
common animals	
that are	
carnivores,	
herbivores and	
omnivores	
Super Senses Super Senses	
Knowledge:	
Identify, name,	
draw and label	
the basic parts of	
the human body	
and say which	
part of the body	
is associated	
with each sense.	

Animals,	Biology	Knowledge: Understand the	Knowledge:	Paws, claws and whiskers	Beach combers	Scrumdiddlyumptious	Burps, Bottoms and Bile	Amazon Adventure	Off with her head
including		key features of an	Describe what they see, hear and feel whilst	Willskers	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
humans		animal	outside (plants, trees,	Knowledge:	Notice that	Identify that animals,	describe the simple	Describe the	identify and name
		aiiiiiai	animals and insects)	Identify and	animals,	including humans,	functions of the	changes as humans	the main parts of
		Begin to	anninais and insects)	name a variety of	including	need the right types	basic parts of the	develop to old age.	the human
		understand the	Skills:	common	humans, have	and amount of	digestive system in	develop to old age.	circulatory system,
		need to respect	Explore the natural	animals,	offspring which	nutrition, and that	humans		and describe the
		and care for the	world around them	including fish,	grow into adults.	they cannot make			functions of the
		natural		amphibians,		their own food; they	Identify the		heart, blood
		environment and		reptiles, birds	Find out about	get nutrition from	different types of		vessels and blood
		all living things.		and mammals	and describe the	what they eat	teeth in humans		
					basic needs of	,	and their simple		recognise the
		Make healthy		Describe and	animals,	identify that humans	functions		impact of diet,
		choices about		compare the	including	and some other			exercise, drugs and
		food, drink,		structures of a	humans, for	animals have	Construct and		lifestyle on the
		activity and teeth		variety of	survival (water,	skeletons and	interpret a variety		way their bodies
		brushing.		common animals	food and air)	muscles for support,	of food chains,		function
				(fish,		protection and	identifying		
		Skills:		amphibians,	Describe the	movement	producers,		describe the ways
		Use all their		reptiles, birds	importance for		predators and prey		in which nutrients
		senses for hands-		and mammals	human of	Skills:			and water are
		on exploration		including)	exercise, eating	Make systematic and	Skills:		transported within
		and natural		Dinosaurs	the right	careful observations	Use		animals, including
		materials		Knowledge:	amounts of	and where	straightforward		humans.
				Identify and	different types of	appropriate, taking	scientific evidence		CL III.
				name a variety of	food, and	accurate	to answer		Skills:
				common animals that are	hygiene.	measurements using standard units, using	questions or to support their		planning different types of scientific
				carnivores,	Skills:	a range of	findings		enquiries to
				herbivores and	JKIIIS.	equipment, including	illiuliigs		answer questions,
				omnivores	Asking simple	thermometers and	Make systematic		including
				Super Senses	questions and	data loggers.	and careful		recognising and
				Knowledge:	recognising that		observations and		controlling
				Identify, name,	they can be	Setting up simple	where appropriate,		variables where
				draw and label	answered in	practical enquiries,	taking accurate		necessary
				the basic parts of	different ways	comparative and fair	measurements		,
				the human body		tests	using standard		reporting and
				and say which	Observing		units, using a range		presenting findings
				part of the body	closely, using	Identifying	of equipment,		from enquiries,
				is associated	simple	differences,	including		including
				with each sense.	equipment	similarities or	thermometers and		conclusions, causal
					Identifying and	changes related to	data loggers.		relationships and
					classifying	simple scientific ideas			explanations of
					1	and processes	Setting up simple		and a degree of
					Gathering and	1122	practical enquiries,		trust in results, in
					recording data to	Using results to draw	comparative and		oral and written
					help answer	simple conclusions,	fair tests		forms such as
					questions	make predictions for	Identifying		displays and other
						new values, suggest improvements and	differences, similarities or		presentations
						improvements and	Sittiliatities Of		

			raise further	changes related to	
			questions.	simple scientific	
			•	ideas and	
			Recording findings	processes	
			recording initings	processes	
			using simple scientific		
			language, drawings,	Using results to	
			labelled diagrams,	draw simple	
			keys, bar charts, and	conclusions, make	
			tables.	predictions for new	
				values, suggest	
				improvements and	
				raise further	
				questions.	
				questions.	
				Danaudina finalis	
				Recording findings	
				using simple	
				scientific language,	
				drawings, labelled	
				diagrams, keys, bar	
				charts, and tables.	
				Gathering,	
				recording,	
				classifying and	
				presenting data in a	
				presenting data iil d	
				variety of ways to	
				help in answering	
				questions	
				Reporting on	
				findings from	
				enquiries, including	
				oral and written	
				explanations,	
				displays or	
				uispidys Ui	
				presentations of	
				results and	
				conclusions	

All living	Biology	UTW-	UTW - Explore the	Scented Garden	Blue Abyss	Amazon Adventure	Frozen Kingdom
things]	Understand the	natural world around	(inc. Wriggle &			
and their		key features of	them.	Crawl)	Knowledge:	Knowledge:	Knowledge:
		the life cycle of a			recognise that	describe the	recognise that
habitats		plant and an	Describe what they see,	Knowledge:	living things can be	differences in the	living things have
(inc.		animal.	hear and feel while they	Explore and	grouped in a	life cycles of a	changed over time
evolution)		De elle Le	are outside.	compare the	variety of ways	mammal, an	and that fossils
		Begin to		differences		amphibian, an	provide
		understand the	Recognise some	between things	explore and use classification keys	insect and a bird	information about
		need to respect and care for the	environments that are	that are living, dead and things	to help group,	describe the life process of	living things that inhabited the
		natural	different to the one in	that have never	identify and name	reproduction in	Earth millions of
		environment and	which they live.	been alive.	a variety of living	some plants.	years ago
		all living things		been alive.	things in their local	Some plants.	years ago
		an iiviiig tiiiigs	Explore the natural	Identify that	and wider	Skill:	recognise that
			world around them,	most living things	environment	Planning different	living things
			making observations	live in habitats to		types of scientific	produce offspring
			and drawing pictures of	which they are	recognise that	enquiries to	of the same kind,
			animals and plants.	suited and	environments can	answer questions,	but normally
				describe how	change and that	including	offspring vary and
			Know some similarities	different habitats	this can sometimes	recognising and	are not identical to
			and differences	provide for the	pose dangers to	controlling	their parents
			between the natural	basic needs of	living things	variables where	
			world around them and	different kinds of		necessary.	identify how
			contrasting	animals and			animals and plants
			environments, drawing	plants, and how			are adapted to sui
			on their experiences	they depend on			their environment
			and what has been read	each other.			in different ways
			in class.				and that adap-
				Identify and			tation may lead to
				name a variety of			evolution
				plants and animals in their			Describe how
				habitats,			living things are
				including micro-			classified into
				habitats.			broad groups
				nabitats.			according to
				Describe how			common
				animals obtain			observable
				their food from			character-istics
				plants and other			and based on
				animals, using			similarities and
				the idea of a			differences, in-
				simple food			cluding micro-
				chain, and			organisms, plants
				identify and			and animals.
				name different			
				sources of food.			Give reasons for
							classifying plants
				Skills:			and animals based
							

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				Asking simple		on specific
				questions and		characteristics
				recognising that		
				they can be		
				answered in		
				different ways		
				Observing		
				closely, using		
				simple		
				equipment		
				Identifying and classifying		
				classifying		
				Gathering and recording data to help answer		
				recording data to		
				help answer		
				questions		
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Everyday	Chemistry	Knowledge:	Memory Box	Muck, Mess and		Pharaohs	
	Chemistry	Talk about	Knowledge:	Mixtures		Knowledge:	
materials		differences	Distinguish	Knowledge:		compare and group	
		between	between an	Identify and		together everyday	
		materials and	object and the	compare the		materials on the	
		changes they	material from	suitability of a		basis of their	
		notice	which it made	variety of		properties,	
				everyday		including their	
		Skills:	Identify and	materials		hardness,	
		Explore a range of	name a variety of	including wood,		solubility,	
		natural and man-	everyday	metal, plastic,		transparency,	
		made materials	materials,	glass, brick, rock,		conductivity	
			including wood,	paper and		(electrical and	
			plastic, glass,	cardboard for		thermal), and	
			metal, water and	particular uses.		response to	
			rock	•		magnets	
				Find out how the		J	
			Describe the	shapes of solid		Know that some	
			simple physical	objects made		materials will	
			properties of a	from some		dissolve in liquid to	
			variety of	materials can be		form a solution,	
			everyday	changed by		and describe how	
			materials	squashing,		to recover a sub-	
				bending,		stance from a	
			Compare and	twisting, and		solution	
			group together a	stretching.			
			variety of			Use knowledge of	
			everyday	Skills:		solids, liquids and	
			materials on the	Asking simple		gases to decide	
			basis of their	questions and		how mixtures	
			simple physical	recognising that		might be	
			properties	they can be		separated,	
				answered in		including through	
			<u>Skills:</u>	different ways		filtering, sieving	
			Asking simple			and evaporating	
			questions and	Observing			
			recognising that	closely, using		give reasons, based	
			they can be	simple		on evidence from	
			answered in	equipment		comparative and	
			different ways			fair tests, for the	
			Identifying and	Identifying and		particular uses of	
			sorting	classifying		everyday materials,	
						including metals,	
				Using their		wood and plastic	
				observations and			
				ideas to suggest		demonstrate that	
				answers to		dissolving, mixing	
				questions		and changes of	
						state are reversible	
1						changes	

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				explain that some	
				changes result in	
				the formation of	
				new materials, and	
				that this kind of	
				change is not	
				usually reversible,	
				including changes	
				associated with	
				burning and the	
				action of acid on	
				bicarbonate of	
				soda	
				Skills:	
				taking	
				measurements,	
				using a range of	
				scientific	
				equipment, with	
				increasing accuracy	
				and precision,	
				taking repeat	
				readings when	
				appropriate	
				арргорписс	
				recording data and	
				results of	
				increasing	
				complexity using	
				scientific diagrams	
				and labels,	
				classification keys,	
				tables, scatter	
				graphs, bar and	
				line graphs	
				- 0 - 1	
				using test results to	
				make predictions	
				to set up further	
				comparative and	
				fair tests	
				reporting and	
				presenting findings	
				from enquiries,	
				including	
				conclusions, causal	
				relationships and	
		 		explanations of	

				and a degree of	
				trust in results, in oral and written forms such as	
				displays and other presentations	
				identifying scientific evidence that has been used	
				to support or refute ideas or arguments	
				argaments	

Rocks	Chemistry			Tremors		
				Knowledge: compare and group		
				together different		
				kinds of rocks on the basis of their		
				appearance and		
				simple physical properties		
				describe in simple terms how fossils are		
				formed when things		
				that have lived are		
				trapped within rock		
				recognise that soils		
				are made from rocks and organic matter		
				and organic matter		
				Skills:		
				Setting up simple		
				practical enquiries, comparative and fair		
				tests		
				Identifying		
				differences,		
				similarities or		
				changes related to simple scientific ideas		
				and processes		
				Using results to draw		
				simple conclusions,		
				make predictions for new values, suggest		
				improvements and		
				raise further		
				questions.		

States of	Chemistry	Knowledge:	Knowledge:		Potions	
matter	Chemistry	Talk about	Understand some		Knowledge:	
matter		differences	important processes		compare and group	
		between	and changes in		materials together,	
		materials and	the natural world		according to	
		changes they	around them, including		whether they are	
		notice	the seasons and		solids, liquids or	
			changing states of		gases	
		Skills:	matter.			
		Explore a range of			observe that some	
		natural and man-			materials change	
		made materials			state when they	
					are heated or	
					cooled, and measure or	
					research the	
					temperature at	
					which this hap-	
					pens in degrees	
					Celsius (°C)	
					, ,	
					Skills:	
					Use	
					straightforward	
					scientific evidence	
					to answer	
					questions or to	
					support their	
					findings	
					Make systematic	
					and careful	
					observations and	
					where appropriate,	
					taking accurate	
					measurements	
					using standard	
					units, using a range	
					of equipment,	
					including	
					thermometers and	
					data loggers.	
					6-11:	
					Setting up simple	
					practical enquiries,	
					comparative and fair tests	
					ומוו נפטנט	
					Identifying	
					differences,	
					similarities or	
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				changes related to	
				simple scientific	
				ideas and	
				processes	
				p. coccoo	
				Maine nearthe to	
				Using results to	
				draw simple	
				conclusions, make	
				predictions for new	
				values, suggest	
				improvements and	
				raise further	
				questions.	
				Recording findings	
	1			using simple	
	1			scientific language,	
	1			drawings, labelled	
				diamings, labelled	
				diagrams, keys, bar	
	1			charts, and tables.	
				Gathering,	
				recording,	
				classifying and	
				presenting data in a	
				variety of ways to	
				help in answering	
				questions	
				•	
				Reporting on	
				finding of	
				findings from	
				enquiries, including	
				oral and written	
	1			explanations,	
	1			displays or	
	1			presentations of	
	1			results and	
	1				
	1			conclusions	
	1				
	1			Misty Mountain	
				Sienna	
	1				
	1			Knowledge:	
	1			Identify the part	
				Identify the part	
	1			played by	
	1			evaporation and	
	1			condensation in the	
				water cycle and	
	1			associate the rate	
	1				
				of evaporation with	
				temperature	
L					

			Skills: Use straightforward scientific evidence to answer questions or to support their findings Identifying differences, similarities or changes related to simple scientific ideas and processes	

Forces	Physics	Skills:	Skills:		Mighty Metals		Scream Machine
		Explore and talk about different	Explore the natural		Knowledge:		Knowledge:
		forces they can	world around them		compare how things		Kilowieuge.
		feel.	world around them		move on different		explain that
		icci.	Build things using tools		surfaces		unsupported
			and explore (Magnet		Janaces		objects fall
			trays, pushing, pulling,		notice that some		towards the Earth
			stretching, floating and		forces need contact		because of the
			sinking, pulleys, cogs,		between 2 objects,		force of gravity
			wind up toys, messy		but magnetic forces		acting between
			play, baking and		can act at a distance		the Earth and the
			cooking, mud kitchen,				falling object
			playdough disco,		observe how magnets		
			malleable area)		attract or repel each		Identify the effects
					other and attract		of air resistance,
					some materials and		water resistance
					not others		and friction, that
							act between and
					compare and group		friction, that act
					together a variety of		between moving
					everyday materials on		surfaces
					the basis of whether		
					they are attracted to		Recognise that
					a magnet, and		some mechanisms,
					identify some		including levers,
					magnetic materials		pulleys and gears,
					dosariba magnats as		allow a smaller force to have a
					describe magnets as having 2 poles		greater effect.
					Having 2 poles		greater effect.
					predict whether 2		Skills:
					magnets will attract		planning different
					or repel each other,		types of scientific
					depending on which		enquiries to
					poles are facing		answer questions,
							including
							recognising and
							controlling
							variables where
							necessary
							taking
							measurements,
							using a range of
							scientific
							equipment, with
							increasing
							accuracy and
							precision, taking

					repeat readings
					when appropriate
					recording data and
					results of
					increasing
					complexity using
					scientific diagrams
					and labels,
					classification keys,
					tables, scatter
					graphs, bar and
					line graphs
					line graphs
					using test results
					to make
					predictions to set
					up further
					comparative and
					fair tests
					reporting and
					presenting findings
					from enquiries,
					irom enquiries,
					including
					conclusions, causal
					relationships and
					explanations of
					and a degree of
					trust in results, in
					oral and written
					forms such as
					displays and other
					presentations
					presentations
					idontifying
					identifying
					scientific evidence
					that has been used
					to support or
					refute ideas or
					arguments
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Light and	Physics	Skills	Skills		I Am Warrior	A Greener Future	
	Filysics	Listen with	Explore and engage in				
Sound		increased	music		Knowledge:	Knowledge:	
		attention to			identify how	recognise that light	
		sounds	Explore a range of		sounds are made,	appears to travel in	
		Journas	musical instruments		associating some of	straight lines	
		Explore a range of	and describe the noises		them with	Straight inies	
		musical	that can be heard		something	use the idea that	
		instruments and	that can be neard		vibrating	light travels in	
		make sounds			VIDIGUIIG	straight lines to	
		make sounds			recognise that	explain that	
					vibrations from	objects are seen	
					sounds travel	because they give	
					through a medium	out or reflect light	
					to the ear	into the eye	
					to the ear	iiito tile eye	
					find patterns	explain that we see	
					between the pitch	things because	
					of a sound and	light travels from	
					features of the	_	
					object that	light sources to our eyes or from light	
					-		
					produced it	sources to objects	
					find patterns	and then to our	
					between the	eyes	
					volume of a sound	use the idea that	
					and the strength of	light travels in	
					the vibrations that	straight lines to	
					produced it	explain why	
						shadows have the	
					recognise that	same shape as the	
					sounds get fainter	objects that cast	
					as the distance from the sound	them	
						Chille	
					source increases	Skills: planning different	
					Chille		
					<u>Skills:</u> Use	types of scientific	
					straightforward	enquiries to	
					scientific evidence	answer questions,	
						including	
					to answer	recognising and	
					questions or to	controlling	
					support their	variables where	
					findings	necessary	
					Identifying	taking	
					Identifying	taking	
					differences,	measurements,	
					similarities or	using a range of	
					changes related to	scientific	
					simple scientific	equipment, with	

ideas and processes processes recording statum proposet reachings when appropriate recording statum of results of increasing completity using scientific diagrams and results. So increasing completity using scientific diagrams and line graphs, but and line graphs using test results to make peedscions comparative and fair tests reporting and processing indings from enqualisis, conclusions, causal relationships and explanations of and a degree of trust in result, in oral and written from purchase.	 	 	 	 		
processes and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other				ideas and	increasing accuracy	
taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other					and precision,	
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presentations presentations					displays and other	
					presentations	

Electricity	Physics	Skills:			Misty Mountain	Revolution
Electricity	Filysics	Explore how				
		things work			Knowledge:	Knowledge:
					identify common	Associate the
					appliances that run	brightness of a
					on electricity	lamp or the
					,	volume of a buzzer
					construct a simple	with the number
					series electrical	of voltage of cells
					circuit, identifying	used in the circuit
					and naming its	
					basic parts,	Compare and give
					including cells,	reasons for
					wires, bulbs,	variations in how
					switches and	components
					buzzers	function, including
						the brightness of
					identify whether or	bulbs, the
					not a lamp will light	loudness of
					in a simple series	buzzers and the
					circuit, based on	on/off position of
					whether or not the	switches
					lamp is part of a	SWITCHES
					complete loop with	Skills:
					a battery	planning different
					a battery	types of scientific
					recognise that a	enquiries to
					switch opens and	answer questions,
					closes a circuit and	including
					associate this with	recognising and
					whether or not a	controlling
					lamp lights in a	variables where
					simple series circuit	necessary
					recognise some	taking
					common	measurements,
					conductors and	using a range of
					insulators, and	scientific
					associate metals	equipment, with
					with being good	increasing
					conductors	accuracy and
					CONTRACTORS	precision, taking
						repeat readings
						when appropriate
1						recording data and
1						results of
						increasing
						complexity using
						scientific diagrams
						and labels,
						una labels,

				classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests
				reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
				identifying scientific evidence that has been used to support or refute ideas or arguments

	1	Kanadan.			Chausanara	
Earth and	Physics	Knowledge:			Stargazers	
Space		Recognise some			Knowledge:	
		environments that are				
		different to the one in			describe the	
	1	which they live (The			movement of the	
	1	Moon)			Earth and other	
	1	· · · ·			planets relative to	
	1				the sun in the solar	
					system	
					describe the	
					movement of the	
					moon relative to	
					the Earth	
	1				describe the sun,	
					Earth and moon as	
	1				approximately	
	1				spherical bodies	
					spirerical bodies	
					use the idea of the	
					Earth's rotation to	
					explain day and	
					night and the	
					apparent	
					movement of the	
					sun across the sky	
					Surr der 035 the 3ky	
					Skills:	
					JKIII3.	
					planning different	
					planning different	
					types of scientific	
					enquiries to	
					answer questions,	
					including	
					recognising and	
					controlling	
					variables where	
					necessary	
					,	
					taking	
					measurements,	
					using a range of	
	1				scientific	
					equipment, with	
					increasing accuracy	
	1				and precision,	
	1				taking repeat	
					readings when	
					appropriate	
					- 12 Pr Pr 20	
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				recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
				using test results to make predictions to set up further comparative and fair tests	
				reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	
				identifying scientific evidence that has been used to support or refute ideas or arguments	

Seasonal	Physics	Skills: Explore weather and temperature when outside	Knowledge: Understand the effect of changing seasons has on the natural world around them Explore natural world for signs of seasons Skills: Explore weather and temperature when outside. Describe the temperature using hot or cold. Describe the weather using simple terms such as sunny, cloudy and raining.			