

Science Whole School Curriculum – Ellel St. John's CofE Primary School

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Below you can see how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for science.

The most relevant statements for art are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Understanding the World

Three and Four-	Communication and Language	
Year-Olds	Communication and Language	Understand `why' questions, like: "Why do you think the caterpillar got so fat?"
	Physical Development	Make healthy choices about food, drink, activity and tooth brushing.
	Understanding the World	Use all their senses in hands-on exploration of natural materials.
		Explore collections of materials with similar and/or different properties.
		Talk about what they see, using a wide vocabulary.
		Begin to make sense of their own life-story and family's history.
		Explore how things work.
		Plant seeds and care for growing plants.
		Understand the key features of the life cycle of a plant and an animal.
		Begin to understand the need to respect and care for the natural environment and all living things.
		Explore and talk about different forces they can feel.
		Talk about the differences between materials and changes they notice.
Reception	Communication and Language	Learn new vocabulary.
		Ask questions to find out more and to check what has been said to them.
		Articulate their ideas and thoughts in well-formed sentences.
		Describe events in some detail.
		Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.
		Use new vocabulary in different contexts.
Reception Continued	Physical Development	 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian

	Understanding the World		 Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.
ELG	Communication and Language	Listening, Attention and Understanding	Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, Social and Emotional Development	Managing Self	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World	The Natural World	 Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Autumn 1 Marvellous Me	Autumn 2 Terrific Tales	Spring 1 Amazing Animals	Spring 2 Come Outside	Summer 1 Ticket to ride!	Summer 2 Fun at the Seaside
on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family.	in the past. Show photos of how Christmas used to be celebrated in the past. Talking about occupations and how to identify strangers that can help them when they are in need	What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants	seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing	Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their	To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non metallic objects Seasides long ago – Magic Grandad o Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

KS1 National Curriculum

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is described separately in the programme of study, but must **always** be taught through and clearly related to the teaching of 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 at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

		YE	AR 1		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals including humans	Everyday Materials Seasonal changes	Topic of choice including working scientifically	Plants Seasonal Changes	Seasonal changes Plants continuation and animals	Animals including humans
National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:
SC1/2.2d Identify, name, draw and abel the basic parts of the human body and say which part of the body is associated with each sense Seasonal changes: Autumn Sc1/4.1a Observe changes across the our seasons Sc1/4.1b Observe and describe weather associated with the seasons and how day length varies.	Sc1/3.1a Distinguish between an object and the material from which it is made Sc1/3.1b Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c Describe the simple physical	four seasons Sc1/4.1b Observe and describe weather associated with the seasons and how day length varies. Locality:		Sc1/2.2a I Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Sc1/2.2b Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Plants: Sc1/2.1a Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b Identify and describe the basic structure of a variety of common flowering plants, including trees Locality: Visit to zoo/farm with inquiry question such as: Can you find the similarities and differences between amphibians and fish? Can you find the similarities and difference between birds and reptiles? Why could you not have a giraffe as a pet?
ecognising that they can be answered n different ways	Working Scientifically: Asking simple questions and recognising that they can be answered in different ways Using their observations and ideas to suggest answers to questions			Working Scientifically: Observing closely, using simple equipment Performing simple tests Gathering and recording data to help in answering questions. Identifying	Working Scientifically: Asking simple questions and recognising that they can be answere in different ways
		Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links

	YEA	AR 2		
Autumn 1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Uses of Everyday materials	Animals including humans	Plants	Animals inc habitats	Free choice topic
dentify and compare the suitability of a variety of everyday materials, including wood letal, plastic, glass, brick, rock, paper and cardboard for particular uses and out how the shapes of solid objects made from some materials can be hanged by squashing, bending, twisting and stretching. **Jorking Scientifically** Orly Compare/group/Identify/classify- Decide how to sort and group objects and materials. ame/Identify a variety of common features and/or uses for objects and haterials. anning- Set up a comparative test. a group suggest ways in which they high tanswer scientific questions. uggest a [practical way] to find answers to their questions and listen to the uggestions of others. se different types of scientific enquiry to nother to make the word because "it is ecause" Suggest to explain how they knowuse the word because "it is ecause" Suggest how and/or why things happen. raw on use their results and their own experience to answer their questions. egin to use simple scientific language to describe or explain what they have have used and spell scientific vocabulary. communicating recording-Record and communicate their findings in a range of anys with increasing independence e.g. talk/discuss; write/describe; draw including simple, bar charts produced as a group and displays. ale some choices on how to communicate their ideas to a range of audiences a variety of tables, charts including simple, bar charts produced as a group and displays. ale some choices on how to communicate their ideas to a range of audiences a variety of ways. se simple scientific language in their recording. ecord simple data with some accuracy. Record data to help in answering questions.	Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Medicines can be useful when we are ill.	National Curriculum: 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. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food Working Scientifically Research- Find out about the work of famous scientists - historical & modern day- Louis Pasteur. Use simple and appropriate secondary sources (such as books, photographs and videos) to find things out / find answers. Locality: Visit to zoo/farm with inquiry question such as: Can you find a food chain in the zoo/farm?	Observe and describe how seeds and bulbs Find out and describe how plants need wate and stay healthy Explore and compare the differences betwee that have never been alive Identify that most living things live in habit how different habitats provide for the basic plants, and how they depend on each other Identify and name a variety of plants and a microhabitats Working Scientifically Sort/compare/group/identify/classify- Sort different features (e.g. "I know it is living b Decide how to sort and group living things. Name/identify a variety of common feature Name/Identify common example and some Recording of explore/observe- Record and scientific language. Use their own ideas and their observations Observe and describe simple processes/cyc	grow into mature plants er, light and a suitable temperature to green things that are living, dead, and thing eats to which they are suited and described needs of different kinds of animals and enimals in their habitats, including and classify things according to a variety secause it and it). es and/or uses for living things. ecommon features. communicate their findings using simple to offer answers to questions. else with several steps e.g. growth cycle, depend on es over time (e.g. growth). eresent things in the real world with some otice patterns and relationships. eccuracy what they have seen/ what has ecabulary. ere accurately by measuring non-standard dequipment to gather data with increasing the suite of the control of
Working Scientifically: Asking simple questions and recognising that they can be answered in different ways		Working Scientifically: Observing closely, using simple equipment	Working Scientifically: Identifying and classifying	Working Scientifically:
Ising their observations and ideas to suggest answers to questions	Using their observations and ideas to suggest answers to questions	Parforming simple tosts	Using their observations and ideas to suggest answers to questions	
Cross-curricular links Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links

LKS2

Lower KS2 National Curriculum

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.

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

		YEA	AR 3		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Forces and Magnets	Animals including humans	Rocks	Plants	Light	Topic of choice/ working scientifically
Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of	humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Locality: Ask a local vet to visit to discuss the importance of nutrients in animals, the skeletons and muscles in different animals.	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	nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the	Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.	different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams,
different types of scientific enquiries to answer them Setting up simple practical enquiries.	support their findings. Recording findings using simple	Working Scientifically: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units Suggest improvements and raise further questions (Shadow patterns) Recording findings using simple bar charts and tables		Working Scientifically: Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations Reporting on findings from enquiries, including oral and written explanations Using results to draw simple conclusions	Working Scientifically: See above
Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links

		YEA	AR 4		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
States of matter	Sound	Electricity	Living things and their habitats	Animals including humans	Topic of choice/ working scientifically
National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:
	Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.	Electricity: Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors Locality: Link with Local Power Station – Heysham how electricity is generated and distributed	Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. Locality: Look at how the environment around the school has changed – has it been positive or negative? Think about Storey homes next to the school, the wildlife area at the top of the field.	Living things & their habitats: Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	Enhancement of living things and their habitats link to Leighton Moss trip Pond dipping, bird watching and food webs.
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers (weighing gases) Recording findings using simple scientific language, drawings, labelled diagrams, bar charts and tables Gathering, recording, classifying and presenting data in a variety of ways to	Recording findings using simple scientific language, drawings, labelled diagrams Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers identifying differences, similarities or	Working Scientifically: Asking relevant questions and using different types of scientific enquiries to answer them Reporting on findings from enquiries, including oral and written explanations recording findings using simple keys Displays or presentations of results and conclusions	Make predictions Identifying differences, similarities or	Working Scientifically: Using straightforward scientific evidence to answer questions or to support their findings Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Working Scientifically: Using straightforward scientific evidence to answer questions or to support their findings Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links

UKS2

Upper KS2 National Curriculum

The principal focus of science teaching in upper key stage 2 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.

rking 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.

Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to 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
- 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 degree of trust in results, in oral and written forms such as displays and presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

		YE	AR 5		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Forces	Earth and space		uding humans nd their habitats	Properties a	and changes of materials
Forces: Explain that unsupported objects fall owards the Earth because of the force of gravity acting between the Earth and the falling object dentify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater offect. Locality: Link with BAE systems at Barrow-informess. Building of submarines and	Earth and Space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon elative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies	National Curriculum: Animals including humans Living things and their habitats:	elop to old age. es of a mammal, an amphibian, an on in some plants and animals and research their life cycles.	properties, including their hardness (electrical and thermal), and responsive that some materials will discuss how to recover a substance from Use knowledge of solids, liquids a separated, including through filter Give reasons, based on evidence particular uses of everyday mater Demonstrate that dissolving, mixing changes Explain that some changes result	eryday materials on the basis of their ss, solubility, transparency, conductivity onse to magnets solve in liquid to form a solution, and description a solution and gases to decide how mixtures might be ring, sieving and evaporating a from comparative and fair tests, for the rials, including metals, wood and plastic and and changes of state are reversible in the formation of new materials, and that reversible, including changes associated with the formation of the conductivity of the second conductivity of the second conductivity of the second conductivity of the conductivity of the second conductivity o
Working Scientifically: Planning different types of scientific enque recognising and controlling variables whe	ere necessary	Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	enquiries, including conclusions, causal relationships and explanations	recognising and controlling variab	fic enquiries to answer questions, includin oles where necessary ange of scientific equipment, with increasin

Recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs Reporting and presenting findings from enquiries, including conclusions, in oral		of scientific equipment, with increasing accuracy and precision, taking repeat		Recording data and results of increasing and labels, tables, bar and line graphs Using test results to make predictions to tests	
		Recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs (shadow)			
Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links

		YEA	AR 6		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Light and how we see	Electricity	Animals including humans	Evolution and inheritance	SATs – short unit = Living things and their habitats	Human development - Puberty and SRE
National Curriculum: Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light 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.	National Curriculum: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. Locality: Link with Lancaster University STEM team – Harnessing the Wind (looking at wind farms based in Morecambe Bay and how they generate power) Link with Local Power Station – Heysham how electricity is generated and distributed.	describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their	National Curriculum: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Locality: Go on a wildlife hunt around the school grounds – identify the different wildlife in the school grounds and then decide how they are adapted to the habitat they were found in.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	National Curriculum: Puberty and Reproduction - SRE • Know how female and male bodies change during puberty • Know why bodies change during puberty • To know how babies are made
Working Scientifically: Using tests results to make predictions to set up further comparative and fair tests. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Recording data and results of increasing complexity using scientific diagrams and labels, 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 degree of trust in results, in oral and written forms such as displays and other presentations	Working Scientifically: Reporting and presenting 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	Working Scientifically: Identifying scientific evidence that has been used to support or refute ideas or arguments	Working Scientifically: Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations Recording data and results of increasing complexity using scientific diagrams and labels, classification keys	enquiries to answer questions,
Cross-curricular links	Cross-curricular links D.T – making an educational toy that includes an electrical circuit.	Cross-curricular links	Cross-curricular links	Cross-curricular links	Cross-curricular links