Science overview and curriculum links

Term		Topic	Curriculum Links	Progression
Aut 1	Year 3 and 4 - A	Plants (Biology)	Linked to English - writing explanation texts on life cycle of plants.	Following on learning from year 1 and 2 topics on plants
	Year 3 and 4 - B	Living things and their habitats (Biology)		Following on learning from year 2 topic on habitats
	Year 5	Living things and their habitats (Biology)		Following on learning from year 2,3 and 4 topics on habitats
	Year 6	Light (Physics)	Big Light Day around Diwali	Following on learning from year 3/4 topic on light
Aut 2	Year 3 and 4 - A	Light (Physics)	Following on from introduction to Light on Big Light Day	New topic introduced but leads into a year 6 topic
	Year 3 and 4 - B	Rocks		
	Year 5	Earth and Space (Physics)		

	Year 6	Evolution (Biology)	History timeline, including Vikings	
Spring 1	Year 3 and 4 - A	Animals (including humans) Year 3 (Biology)	Links to PSHE and PE on healthy eating and nutrition and movement of muscles	Following on learning from year 1 and 2 topics on animals
	Year 3 and 4 - B	Forces and Magnets (Chemistry)		Leads into year 5 topic on forces
	Year 5	Animals including humans (Biology)	Links with PSHE and sex education	Following on learning from year 1 and 2 and 3/4 topics on animals
	Year 6	Famous Scientists (Chemistry)	Famous scientists (cultural capital: to instil hope and aspiration) linked to History unit on America	
Spring 2	Year 3 and 4 - A	Animals (including humans) year 4 (Biology)		Following on learning from year 1 and 2 topics on animals
	Year 3 and 4 - B	States of Matter (Chemistry)		
	Year 5	Properties and Changes of Materials (Physics)		Following on learning from year 1 and 2 topics on materials

	Year 6	Living Things (Biology)	Can use the outdoor area and season to fully enhance this topic	Following on learning from year 2, 3/4 and 5 topics on living things
Sum 1	Year 3 and 4 - A	Sound (Physics)	Links to music - how sounds are made	
	Year 3 and 4 - B	Electricity (Physics)		New topic but leads into year 6 topic on electricity
	Year 5	Forces (Physics)		Following on learning from year 3/4 topic on forces and magnets
	Year 6	Electricity (Physics)	Victorian Era in the Monarchy Topic	Following on learning from year 3/4 topic on electricity
Sum 2	Year 3 and 4 - A	Famous Scientists - Year 3	Including work on famous British Scientists, linking back to our Spring Topic of 'Land of Hope and Glory'.	
	Year 3 and 4 - B	Famous Scientists - Year 4		
	Year 5	Famous Scientists		
	Year 6	Animals including the human body (Biology)	PSHE including transition to senior school.	Following on learning from year 1 and 2, 3 and 4 and 5 topics on animals including humans

Working Scientifically

Across all year groups and topics children are taught to use scientific methods, processes and skills through investigative work. We aim to carry out at least 2 investigations in each topic focusing on different investigative skills.

Years 1 and 2	Years 3 and 4	Years 5 and 6
- 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	- 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	- 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 where 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, casual relationships and explanations of and 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

	- Using straightforward scientific evidence to answer questions or to support their findings	