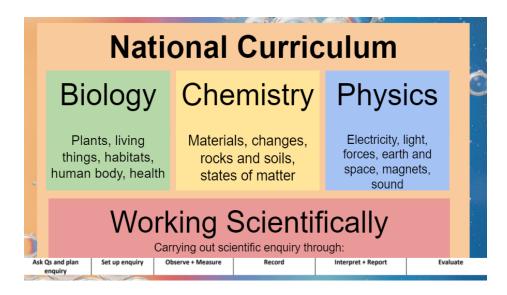
## **Whole School - Yearly Overview 2023-2024**



Year Group	Autumn 1	Autumn 2		Spring 1	Spring 2 SCIENCE WEEK	Summer 1	Summer 2
1	Everyday Materials			Animals Including Humans		Plants	
	Seasonal Changes						
2	Everyday Materials		Animals Including Humans		Living things and Their Habitats	Plants	
3	Light	Forces and Magnets	S T E M	Animals Including Humans (nutrition)	Animals Including Humans (skeleton)	Rocks	Plants
4	States of Matter		C H A	Electricity	Sound	Animals Including Humans	Living Things and Their Habitats
5	Earth and Space	Forces	L L E N	Animals Including Humans	Living things and Their Habitats	Properties and Changes of Materials	Consolidation
6	Light	Animals Including Humans	G E	Living Things and Their Habitats	Evolution and Inheritance	Electricity	Consolidation

## **Expectations for Scientific Enquiry**







Key Stage 1	Lower Key Stage 2	Upper Key Stage 2		
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:	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:	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:		
<ul> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to</li> </ul>	<ul> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations</li> </ul>	<ul> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing</li> </ul>		

- suggest answers to questions
- gathering and recording data to help in answering questions

- 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.

- 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 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 argument.