

## Knowledge Building

### Processes and Changes

**Change** happens as a result of different **scientific processes**. Unlike in geography, where processes can be split into two distinct groups (physical and human), scientific processes can be wide-ranging. Some examples of these are: changing states of matter, growth of animals and plants and changing of one type of energy to another, such as using solar energy to product electrical power. These processes can be the subject of experimentation and changes can be observed, measured and recorded. Pupils will see how **processes and changes** work together, but how factors within the processes can affect changes.

### Methods

In science, **methods** are a key part of seeking knowledge and answers to scientific problems. **Methods** are a logical way of organising scientific study and experiments so that ideas can be proven, answered and re-tested, if necessary. Most **methods** involve thinking of a hypothesis, testing that hypothesis then concluding and evaluating the results. Pupils will look at what makes a good scientific **method** and learn that using these **methods** makes for safer experimentation and leads to more reliable, accurate results.

### Observing and Recording

At the most basic level, **observing and recording** is saying what you see and notice, and noting that down in some form. Being able to do this and decide what is significant is an important part of becoming a **scientist**. Progression involves using more technical equipment, then using observations and recordings to support theories, arguments and findings.

### Scientific Vocabulary

The language of science can be broken down into various areas. Initially, basic language covers general science terms such as experiment, record, look, change etc. **Scientific vocabulary** then becomes more specific, depending on the area of science being studied, for example the language of biology could include animal, plant, reproduction, offspring, grow and the language of chemistry may use materials, chemical, change, liquid, gas etc. Finally, vocabulary can be used to link concepts together and be used in different contexts.

### Uses and Implications

As with observing and recording, it is important to recognise that science takes place every day. Pupils will see that, even in mundane everyday activities, science is featured. Initially, it may only be the **uses** of science that are recognised but progression means they then explore how these **uses** have **implications**. For example, the use of single-use plastic, however useful to us as humans, has implications in environmental science terms.

### Cross-Curricular (STEM)

With links to **uses and implications**, children will see that science has strong ties to other areas of their learning, particularly maths and technology. The use of science within these subjects has strong implications for progression and development in all three.

## EXPLORERS

### Knowledge Building

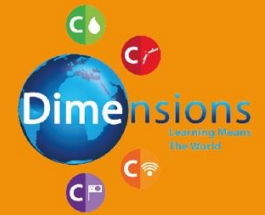
Processes and Changes	Methods	Observing and Recording	Scientific Vocabulary	Uses and Implications	Cross-Curricular (STEM)
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Know that processes and changes occur	Know that methods are necessary when experimenting	Know that saying what you see is an important aspect of science	Understand some simple generic vocabulary linked to science e.g. experiment, record	Know when in everyday activities science is useful	Know that science links to other areas of learning
<b>Learning Progression</b>					
<b>3 – 4 years</b>			<b>Reception</b>		
<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• Explore collections of materials with similar and/or different properties</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Explore how things work</li> <li>• Plant seeds and care for growing plants</li> <li>• Understand the key features of the life cycle of a plant and an animal</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Explore and talk about different forces they can feel</li> <li>• Talk about the differences between materials and changes they notice</li> </ul>			<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>		





# Science



## Knowledge Progression

### Explorers 1 / Nursery and Explorers 2 / Reception

<p style="text-align: center;"><b>Happy to Be Me</b></p> <ul style="list-style-type: none"> <li>To learn about the five senses and why they are important to us</li> <li>To name and identify body parts on humans and animals</li> <li>To know that animals use their senses in different ways to us</li> <li>To know that there are similarities and differences between people</li> </ul> <p><b>Key Vocabulary</b> senses, ears, eyes, hands, fingers, toes, mouth, nose, touch, taste, smell, sight, hear, same, difference, different, observe, patterns, food, survive, nose, paws</p>	<p style="text-align: center;"><b>Tell Us a Story</b></p> <ul style="list-style-type: none"> <li>To know how to plant a seed and observe changes as it grows either indoors or outdoors</li> <li>To identify differences in size between a range of animals, specifically those that are classified as 'giant' species</li> <li>To know how and why animals move</li> <li>To identify a range of fruit and vegetables</li> <li>To know that we use our ears to listen</li> </ul> <p><b>Key Vocabulary</b> bean, seed, plant, soil, water, sunlight, indoor, outdoor, grow, harvest, digging, gardening, giant, tall, big, fruit, vegetable, ear, ear drum</p>
<p style="text-align: center;"><b>No Place Like Home</b></p> <ul style="list-style-type: none"> <li>To know that animals in the wild need very different kinds of homes from us and from each other</li> <li>To know some of the materials used to make houses and other kinds of homes</li> <li>To know the difference between natural and man-made light sources</li> <li>To know how to make a shadow and change its size</li> </ul> <p><b>Key Vocabulary</b> habitat, wild, pet, features, bricks, wood, straw, dog, cat, hamster, fish, animal, look, light, dark, torch, sun, candle, flame, battery, electricity</p>	<p style="text-align: center;"><b>Under the Sea</b></p> <ul style="list-style-type: none"> <li>To identify some basic features of a fish including its life cycle and compare with the life cycle of humans</li> <li>To know what fish, including sharks, need to survive</li> <li>To identify how sea creatures move, including crabs</li> <li>To know what teeth are for and why most animals, including humans, need them</li> <li>To identify items that float or sink and say why sinking is not a good thing to happen to a boat</li> </ul> <p><b>Key Vocabulary</b> fish, head, tail, scales, fin, gills, eyes, aquarium, tank, water, salt water, fresh water, crab, crustacean, sideways, marine, teeth, sharp, shark, whale, dolphin, life cycle, float, sink, boat</p> <p style="text-align: center;"><b>What on Earth...?</b></p> <ul style="list-style-type: none"> <li>To know what a habitat is, compare a range of habitats and identify those suited to specific animals</li> <li>To identify some plants, explore how they grow and identify a variety of flowers, comparing them by size, shape and colour</li> <li>To identify features of two varieties of the same species and compare them</li> <li>To know what the four seasons are and be able to identify the key features of spring specifically</li> <li>To know what a reflection is and know that mirrors make reflections</li> </ul> <p><b>Key Vocabulary</b> habitat, native, non-native, species, flower, plant, mirror, reflection, environment, creature, alive, season</p>

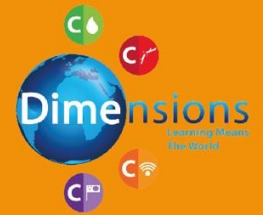
## PATHFINDERS

### Knowledge Building

Processes and Changes	Methods	Observing and Recording	Scientific Vocabulary	Uses and Implications	Cross-Curricular (STEM)
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# Science

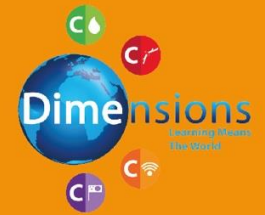


Identify simple processes and explain in basic terms how they happen	Know the key parts of a simple scientific method	Know how to use simple equipment in observing and recording	Understand some vocabulary linked to specific area of science e.g. animals - species	Know that science is used in a range of everyday situations, both in and outside the classroom	Identify clear connections between science, technology and mathematics for basic experimenting
Skills Progression					
Science Skills Pathfinders 1 / Y1			Science Skills Pathfinders 2 / Y2		
Sc1 Suggest what might happen and perform simple tests Sc2 Explore using senses and record findings in simple ways Sc3 Collect evidence to try to answer a question Sc4 Make simple comparisons through observation Sc5 Identify and classify based on simple criteria			Sc6 Explore and observe in order to collect data and describe and compare findings Sc7 With help, suggest some ideas and questions and predict what might happen Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions Sc9 Observe closely using simple equipment Sc10 Recognise ways in which evidence can be collected Sc11 Use simple scientific language Sc12 Perform simple tests Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions		












# Science



## Knowledge Progression

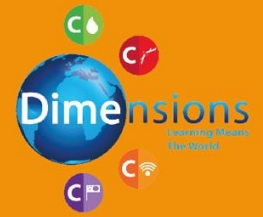
Knowledge Progression	
Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p><b>Happily Ever After</b></p> <p> Pupils will learn, through class discussion, the difference between living and non-living things. They will be introduced to the concept of change and use the story of the 'Ugly Duckling' to explore the changes that occur over the life span of a swan. Pupils will use observation to identify the key characteristics of birds such as feathers, beaks etc. Simple scientific vocabulary relating to living things will be introduced. They will develop their understanding of life cycles and offspring through birds, in comparison to frogs, before looking in more detail at suitable habitats for different animals.</p> <p><b>Concepts</b></p> <p>A. To know the difference between living things and things that have never been alive (NC)            B. To identify and name a variety of birds            C. To know that humans and other animals can produce offspring and that these offspring can grow into adults (NC)</p>	<p><b>Land Ahoy!</b></p> <p> To begin with, pupils will look at how objects to move by creating lists and then sorting through observation. They will know what defines a push or pull force and conduct simple experiments on increasing these forces to affect speed. Language such as 'faster' and 'slower' will be used to compare how things move and pupils will recognise the importance of adjusting speed in everyday life. Pupils will be introduced to the term 'sources' when learning about where sounds come from and know that language such as 'quieter' and 'louder' is used when comparing sounds.</p> <p><b>Concepts</b></p> <p>A. To compare how different things move (LKS2 - NC)            B. To notice and describe how things are moving, using simple comparisons such as faster and slower            C. To understand that there are many kinds of sound and sources of sound            D. To know that sounds get fainter as the distance from the sound source increases (LKS2 - NC)</p>
<p><b>Come Fly With Me! Arctic Circle</b></p> <p> Initially, pupils will embed learning about the main features of each season within the UK. Pupils will also learn that seasons can be very different in other parts of the world, and this will be expanded on in Adventurers.</p> <p>They will move on to explore the properties of a range of materials used in everyday objects. Pupils will investigate the properties of materials through their senses. The study of materials extends into how malleable certain solid materials can be by squashing, bending, twisting and stretching. Lastly, pupils will learn about the meaning of the term 'waterproof' and experiment using simple tests on a range of materials for waterproofness.</p> <ul style="list-style-type: none"> <li>To 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 / To identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul> <p><b>NC Concepts</b></p> <p>A. To learn the names of, describe weather associated with and observe changes across the four seasons            B. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock, and to know, describe and compare how their simple physical properties vary. Group together a variety of everyday materials on the basis of their simple physical properties            C. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching            D. To distinguish between an object and the material from which it is made and compare the uses of a variety of everyday materials</p>	<p><b>Going Wild</b></p> <p> Pupils will continue to develop their understanding of what it is that defines a living thing through discussions and questioning and have a clear understanding of what the terms 'living' and 'non-living' mean. Further learning on adults and offspring will look at what is needed to care for a human baby and how that baby changes as it grows. Pupils will be introduced to a range of vocabulary relating to gender, age, stage and diet. Pupils will use reasoning and explanation to list things vital for survival and recognise that science can be used outside the classroom to protect habitats and endangered species.</p> <p><b>NC Concepts</b></p> <p>A. To understand the difference between things that are living and things that have never been alive            B. To learn that animals, as well as humans, have offspring, which grow into adults            C. To learn about the basic needs of animals, as well as humans, for survival (which are food, water and air)            D. To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals            E. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)            F. To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><b>Additional Concept</b></p> <p>G. To know that some animals are endangered, the reasons why and what is being done to preserve these species</p>
Knowledge Progression	
Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p><b>Unity in the Community</b></p> <p> Pupils will build on their knowledge of plants from the Explorers Learning Pathway to learn about the structure of plants and learn the correct language to describe their parts. Through learning walks, pupils will observe a variety of different plants and trees. Pupils will learn that plants can grow from either seeds or bulbs but all require certain conditions in order to flourish and be healthy. They will conduct a simple</p>	<p><b>Zero to Hero</b></p> <p> Pupils will develop their understanding of light sources and expand this to include those sources that also provide heat energy as well as light. They will recognise that some sources require electricity to work and, therefore, need a circuit and power source in order to function. Pupils will experiment with toys that require electricity and conduct some simple tests from which they can draw conclusions on how these</p>

<p>experiment for growing their own plants and use STEM skills to record growth. Pupils will expand their knowledge of the relationship between plants and animals by learning about food chains. Pupils will learn the terms 'deciduous' and 'evergreen' in relation to trees.</p> <p><b>NC Concepts</b></p> <ol style="list-style-type: none"> <li>To know and describe the basic structure of a variety of common flowering plants</li> <li>To know and describe how seeds and bulbs grow into mature plants</li> <li>To learn that plants need water, light and a suitable temperature to grow and stay healthy</li> <li>To name and identify a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>To know 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</li> </ol>	<p>appliances work. Pupils will learn the correct vocabulary for circuit components and will perform some simple tests on putting the components together to make a basic functioning circuit. An introduction to switches will allow for experimenting with how circuits can be broken safely.</p> <p><b>Concepts</b></p> <ol style="list-style-type: none"> <li>To observe and name a variety of sources of light, including electric lights, flames and the Sun</li> <li>To know that fire has been used throughout history for heat and light</li> <li>To know about simple circuits involving batteries, wires, bulbs and other components</li> <li>To know how a switch can be used to break a circuit</li> </ol>
<p style="text-align: center;"><b>Light Up the World</b></p> <p> Pupils will learn that, like sound, we use the term 'source' when discussing where light comes from. They will use categorisation to sort light sources and non-light sources, identifying those that require electricity to work. They will learn that the Sun is a light source and they will experiment with using the Sun's energy, recording their findings in a simple way. The concept of sustainable energy will be introduced. Pupils will investigate how shadows are formed and that light levels, as well as shadows, can change. Finally, pupils will look at how light affects animals and identify those animals (nocturnal) that prefer darkness to light.</p> <p><b>Concepts</b></p> <ol style="list-style-type: none"> <li>To recognise that we need light in order to see things and that dark is the absence of light (LKS2 - NC)</li> <li>To know, name and observe a variety of sources of light, including electric lights, flames and the Sun</li> <li>To recognise that light from the Sun can be dangerous and that there are ways to protect their eyes (LKS2 - NC)</li> <li>To understand that the Sun provides energy and that solar power is a sustainable energy source</li> <li>To be aware of simple ways to save electricity</li> <li>To know that shadows are formed when the light from a light source is blocked by a solid object (LKS2 - NC)</li> <li>To understand the term 'nocturnal' and learn about nocturnal animals</li> </ol>	<p><b>Science concepts taught within 3D PSHE:-</b></p> <p><b>KS1 3D PSHE Core 1 Unit 3 Lesson 2: Body Bits (within Going Wild)</b> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>KS1 3D PSHE Core 1 Unit 1 Lesson 4: Get Physical and Lesson 6: Workout (within Going Wild)</b> <b>KS1 3D PSHE Core 1 Unit 1 Lesson 2: Meat Eaters (within Come Fly With Me! Arctic Circle)</b> <b>KS1 3D PSHE Core 1 Unit 1 Lesson 5: Mighty Muscles (additional lesson)</b> <b>KS1 3D PSHE Core 1 Unit 2: Hygiene - Lessons L1 – 6 (additional lessons)</b> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>

Key Vocabulary			
Pathfinders 1 / Year 1		Pathfinders 2 / Year 2	
Happily Ever After		Going Wild	
adult	healthy	adult	herbivore
alive	investigation	air	male
beak	life cycle	amphibian	mammal
birds	life span	baby	needs
eggs	nutrition	bird	offspring
feathers	observation	carnivore	omnivore



# Science



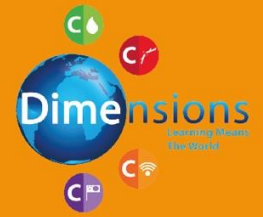
habitat	offspring	consumer	producer
	recording	endangered	reptile
	respiration	extinction	scales
	source	female	species
	variety	fins	survival
	young	fish	tails
		food	water
		fur	hair
		gills	
		growth	
		habitat	

## Key Vocabulary

Pathfinders 1 / Year 1			Pathfinders 2 / Year 2	
Come Fly With Me! Arctic Circle			Land Ahoy!	
bending	autumn	adaptations	compare	decrease
flexibility	conditions	arctic fox	decrease	faint
hard	earth	blubber	distance	hearing aid
materials	forecast	camouflage	faster	increase
object	freeze	habitat	force	listening
opaque	hemisphere	micro-habitat	increase	loud / louder
physical properties	rain gauge	polar bear	launch	quiet / quieter
rigid	seasonal change	predator	motion	sound



# Science



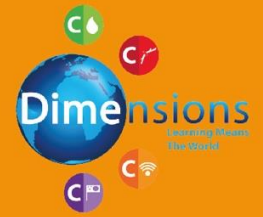
rough	seasons	prey	movement
senses	snow	survive	pull
smooth	spring		push
soft	summer		slower
squashing	sun dial		speed
stretching	tilt		surface
transparent	winter		transporter
twisting			
waterproof			

## Key Vocabulary

Pathfinders 1 / Year 1		Pathfinders 2 / Year 2	
Unity in the Community		Light Up the World	
bulb	temperature	food	appliance
deciduous	trees	food chain	darkness
evergreen	vegetation	food source	day
flower	water	habitat	electricity
food	wild plants	temperature	electricity source
fruit		water	energy
garden plants			heat
leaves			hydro dam
light			light source
planting			measure
			shade
			shadow
			solar
			solar
			solar panels
			sun
			sun safety
			sustainable
			wind turbines



# Science



plants	night
roots	nocturnal
seed	non-renewable
stem	renewable

## Key Vocabulary

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
	Zero to Hero
	appliance
	battery
	bright
	bulb
	circuit
	component
	dull
	electricity
	heat
	light
	motor
	power

	<p>power source</p> <p>switch</p> <p>wire</p>
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Working Scientifically - Jiffy Science Lessons	
Pathfinders 1 and 2	
<p style="text-align: center;"><b>Classifying Calamity</b></p> <p>Pupils will work scientifically to identify and classify animals into five classification groups. They will do this by looking closely at specific features relating to each animal in order to put them into the correct groups. They will need to explain why they have made their choices using appropriate scientific vocabulary</p> <ul style="list-style-type: none"> <li>To identify and classify</li> <li>To use simple features to compare living things, and, with help, decide how to sort and group them</li> </ul>	<p style="text-align: center;"><b>Exploding Experiments 1</b></p> <p>By asking questions through a survey, pupils will find out which materials would be the best to use to rebuild various items in Professor Jiffy's laboratory. The pupils will also need to share their findings and listen to discussions from the class to decide on the best material choices.</p> <ul style="list-style-type: none"> <li>To ask simple questions and recognising that they can be answered in different ways</li> </ul>
<p style="text-align: center;"><b>Exploding Experiments 2</b></p> <p>This lesson follows on from Exploding Experiments 1 as the pupils will now test out materials that could be used to make a new laboratory coat for the professor. The pupils will need to consider four 'needs' for the coat and investigate the best materials and methods to reach the coat's requirements.</p> <ul style="list-style-type: none"> <li>To perform simple tests</li> </ul>	<p style="text-align: center;"><b>Homely Habitats</b></p> <p>Pupils will be given a survey and will need to investigate an outside area that contains some minibeasts. By using magnifying glasses, they will complete the professor's survey of minibeast habitats and share their findings. Pupils will learn that information collected for the survey is called 'data' and we can use it to support our explanations.</p> <ul style="list-style-type: none"> <li>To use simple equipment, such a magnifying glasses, to gather and record simple data and talk about what they have found</li> </ul>
<p style="text-align: center;"><b>Lifecycle Learning</b></p> <p>In this lesson, pupils will secure their knowledge and understanding of lifecycles by reviewing the changes that occur in caterpillars and then looking at the lifecycles of frogs. Pupils will discuss some basic similarities and differences between the two animals, noting each stage of the process. Finally, pupils will consider the importance of both animal species being present in the Professor's garden and pond.</p> <ul style="list-style-type: none"> <li>To observe living things closely</li> <li>To notice changes over time</li> </ul>	<p style="text-align: center;"><b>Paper Plane Pandemonium</b></p> <p>In this lesson, pupils will need to read, understand and organise data that is disorganised and not carefully recorded. They will need to gather the data provided and organise it in a standard form, such as a table so it is easier to read and follow. They can then carry out their own paper plane experiments and add their data to their tables.</p> <ul style="list-style-type: none"> <li>To gather and record data to help in answering questions</li> </ul>

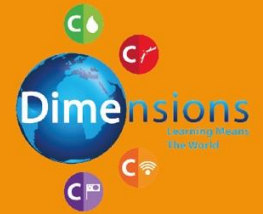


## ADVENTURERS



Knowledge Building					
Processes and Changes	Methods	Observing and Recording	Scientific Vocabulary	Uses and Implications	Cross-Curricular (STEM)
Understand more complex scientific processes and know some factors that can affect change	Understand that methods are a key part of safe experimentation and have secure knowledge of the features	Know that clear observations and recordings support findings and prove theories	Know how scientific language learned relates to new science concepts and ideas	Understand how science affects our lives and the implications its use has on them	Understand that the links between science, technology, engineering and mathematics are key to many industries
Skills Progression					
Science Skills Adventurers 1 / Y3			Science Skills Adventurers 2 / Y4		
Sc15 Ask relevant questions Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests Sc17 Suggest what might happen in comparative and fair tests Sc18 Make careful observations and comparisons Sc19 Recognise what constitutes a fair test Sc20 Identify simple patterns, changes, similarities and differences Sc21 Make measurements using standard units Sc22 Discuss and describe findings Sc23 Communicate findings using simple scientific language in written explanations, drawing, labelled diagrams, keys, bar charts or tables Sc24 Use results to draw simple conclusions			Sc25 Set up and carry out simple practical enquiries, comparative and fair tests Sc26 Put forward ideas about testing and make predictions Sc27 Make close observations and comparisons Sc28 Observe patterns and suggest explanations Sc29 Collect data Sc30 Recognise and explain why a test is fair or unfair Sc31 Identify simple trends to answer questions Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated Sc33 Use scientific evidence to answer questions Sc34 Use a range of equipment, including data loggers and thermometers Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions		




# Science



## Knowledge Progression

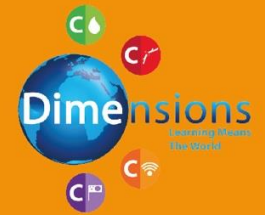
Adventurers 1 / Y3	Adventurers 2 / Y4
<p align="center"><b>Come Fly With Me! Africa</b></p> <p> In this unit, pupils will further develop their understanding and knowledge of classifying living things through the use of classification keys. Pupils will, using research skills, investigate one of the 'Big Five' focusing specifically on their dietary requirements. Through observations and class discussions, pupils will learn about teeth in relation to diet and the digestive system of both humans and animals. Pupils will look at various skulls and skeletal systems using reasoned predictions and conclusions to identify which animal they belong to. Knowledge of food chains will also be advanced by, not only interpreting food chains, but by constructing them.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To recognise that living things can be grouped in a variety of ways</li> <li>B. To understand and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>C. To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>D. To know the different types of teeth on humans and their simple functions</li> <li>E. To know and describe the simple functions of the basic parts of the digestive system</li> <li>F. To know how to construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>G. To know that humans and some other animals have skeletons and muscle for support, protection and movement</li> </ul>	<p align="center"><b>Rocky the Findosaur</b></p> <p>In this unit, pupils will have the opportunity to devise a range of experiments to test some more complex scientific processes and observe changes, for example, the effects of erosion of various rock types. Pupils will use a range of scientific instruments such as hand lenses to observe rocks, fossils and soils at close range and thermometers to record more detailed results of changing state. They will compare the work of Mary Anning and Lorna Steel as part of this learning. Vocabulary relating to changes in rock, such as erosion and permeability, will be introduced as well as language relating to the water cycle.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>B. To know and describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>C. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (UKS2 NC)</li> <li>D. To know that soils are made from rocks and organic matter</li> <li>E. To compare and group materials together, according to whether they are solids, liquids or gases</li> <li>F. To know and observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>G. To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>
<p align="center"><b>May the Force Be With You</b></p> <p>Pupils will embed their understanding of movement, revisiting push and pull forces, but extending this further by experimenting with the concept of friction. They will investigate the effects friction has on movement by designing an experiment that includes reasoned predictions, fair testing and conclusions. Pupils will explore the concept of gravity and other 'invisible' forces. They will also investigate magnets in a variety of ways such as through independent experiments, observing magnetic materials in their local environment and discussing how magnetic fields are found on Earth. The vocabulary of attract, repel and poles will be introduced.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know how things move on different surfaces</li> <li>B. To know that and observe how some forces need contact between two objects and some forces act at a distance</li> </ul>	<p align="center"><b>Picture Our Planet</b></p> <p> In this unit, pupils will learn about the concept of vibration in relation to how sounds are made, experimenting with tuning forks and observing the vibrations. They will further experiment with changing the volume of sounds by adapting the force used to produce them. Pupils will investigate how sounds travel to the ear and the concept of pitch will be introduced, linking to learning in music.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To identify how sounds are made, associating some of them with something vibrating</li> <li>B. To know that vibrations from sounds travel through a medium to the ear</li> <li>C. To recognise patterns between the volume of a sound and the strength of the vibrations that produce it</li> <li>D. To identify patterns between the pitch of a sound and the feature of the object that produced it</li> </ul>



## Knowledge Progression


Adventurers 1 / Y3	Adventurers 2 / Y4
<p align="center"><b>May the Force Be With You</b></p> <p><b>NC Concepts (cont.)</b></p> <ul style="list-style-type: none"> <li>C. To know that and observe how magnets attract or repel each other and attract some materials and not others</li> </ul>	<p align="center"><b>Lightning Speed</b></p> <p> In this unit, pupils will learn in more depth about electrical appliances, using classification, and how circuits are essential to their functioning. Pupils are then required to use their previous knowledge of simple circuits to make and draw, using pictorial representations, a range of series circuits and identify</p>



# Science



<p>D. To describe magnets as having two poles          E. To predict whether two magnets will attract or repel each other, depending on which poles are facing          F. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>the components used. They will need to produce and present an explanation of a circuit they have designed to solve a lighting problem in the local area. An introduction to the concepts of conducting and insulating will be introduced.</p> <p><b>NC Concepts</b></p> <p>A. To identify common appliances that run on electricity          B. To know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers          C. To 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          D. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit          E. To know and identify some common conductors and insulators, and associate metals with being good conductors</p>
<p style="text-align: center;"><b>Under the Canopy</b></p> <p> Pupils will continue to develop their understanding of flowering plants by dissecting and labelling the key parts of a plant. Pupils will be introduced to the processes of photosynthesis and water transportation in plants through experimenting and observing. They will have more in-depth class discussions on what plants need for survival and recognise that plants can vary enormously in how much of these elements they require. The reproduction of plants is explored in more depth through comparing how seeds are produced and then dispersed in different ways.</p> <p><b>NC Concepts</b></p> <p>A. To identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers          B. To learn about and explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant          C. To investigate the way in which water is transported within plants          D. To know and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p style="text-align: center;"><b>A World of Difference / Cry Freedom</b></p> <p> Pupils will learn through investigation that light can be reflected from a range of surfaces and these reflections are not a light source in themselves. They will also experiment, both independently and as a class, with how shadows can change size and shape depending on how close a light source is to the solid object, and how shadows can change size outside, depending on the location of the sun.</p> <p><b>NC Concepts</b></p> <p>A. To know that light is reflected from surfaces          B. To find patterns in the way that shadows change</p>

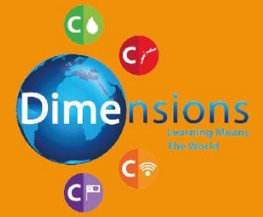
Knowledge Progression	
Adventurers 1 / Y3	Adventurers 2 / Y4
<p style="text-align: center;"><b>Athens v Sparta</b></p> <p> Pupils will expand their understanding of floating and sinking by initially taking part in a class discussion and then experimenting with a range of objects that may or may not float, making reasoned predictions before their investigations. The concept of displacement will be introduced and further experiments will take place. Pupils will need to take photographs, record data and draw conclusions from their findings.</p> <p><b>Concepts</b></p> <p>A. To know that some objects float in water while some others sink          B. To understand that displacement occurs when something is placed in liquid</p>	<p><b>Science concepts taught within 3D PSHE:-</b></p> <p><b>LKS2 3D PSHE Core 1 Unit 3 Lesson 1: Plant or Animal? and Lesson 2: Balancing Act (within Come Fly With Me! Africa)</b></p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>

### Key Vocabulary

Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Come Fly With Me! Africa		Rocky the Findosaur	
biodiversity	nutrition	coarse	permeable
canine	oesophagus	condensation	precipitation
chew	pre-molar	crumbling	rock
classification	predator	erosion	sand
classification keys	prey	evaporation	silt
consumer	producer	evolution	smooth



# Science



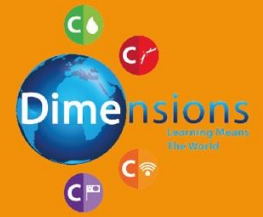
dental	skeleton	fossil	soil
digestion/ digestive system	stomach	gas	solid
food chain/ food web	swallow	geology	state of matter
incisor	teeth	global warming	temperature
intestine		liquid	volume
molar		loamy	
muscles		metal	
		mineral	
		molecule	
		organic matter	
		palaeontology	

## Key Vocabulary

Adventurers 1 / Year 3	Adventurers 2 / Year 4
May the Force Be With You	Picture Our Planet
air resistance	insulate
attract	noise pollution
friction	pitch
gravity	rhythm
magnetic	sound waves
non-magnetic	tuning fork
pole	vibrations
repel	volume



# Science

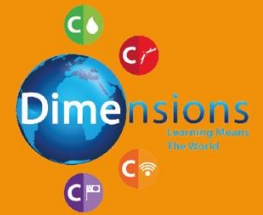


resistance	wireless
water resistance	wires

Key Vocabulary			
Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Under the Canopy		Lightning Speed	
adaptations	stamen	appliance	
carbon dioxide	stem	battery	
citrus fruit	stigma	bulbs	
dispersal	trunk	buzzer	
flowering plants		cells	
fungi		component	
growth		conductor	
oxygen		current	
photosynthesis		efficiency	
pollination		electric circuit	



# Science



<p>pollinator</p> <p>reproduction</p> <p>root</p> <p>seed formation</p> <p>seeds</p> <p>sepal</p> <p>soil nutrients</p>	<p>insulator</p> <p>motors</p> <p>series circuit</p> <p>switch</p> <p>wires</p>
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## Key Vocabulary

Adventurers 1 / Year 3	Adventurers 2 / Year 4
Athens v Sparta	A World of Difference / Cry Freedom
<p>buoyancy</p> <p>displacement</p> <p>float</p> <p>mass</p> <p>materials</p> <p>resistance</p> <p>sink</p>	<p>block</p> <p>dark</p> <p>hypothesis</p> <p>light</p> <p>opaque</p> <p>reflect</p> <p>shadow</p> <p>solid</p>



## Working Scientifically - Jiffy Science Lessons

### Adventurers 1 and 2

#### Define: States of Matter

Pupils will recall their knowledge and understanding of states of matter by producing a visual display sharing what they know. They will need to include how different types of matter can change through heating or cooling with some basic scientific understanding of how this occurs.

- To identify differences, similarities or changes related to simple scientific ideas and processes
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

#### Here Comes the Band

With a link to music, pupils will produce their own musical instruments. They will, however, need to carefully consider the pitch of their instruments. They will design and then make their instrument but will need to share with the class, how their instrument works and the variations in pitch that it makes.

- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- To report on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions

#### Hockey Puck Ponderings

In this lesson, pupils will set up an experiment that measures the distance a 'hockey puck' (made a bottle top) skids across a frozen surface. They will need to consider the need for comparative and fair testing whilst carrying out their enquiries. They will need to work scientifically to carry out, observe and record their findings using standard units and the correct equipment for measuring length.

- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To use straightforward scientific evidence to answer questions or to support their findings

#### Materials on Trial

Once the pupils have made their posters in 'Define: States of Matter', they will then carry out tests on a range of materials for strength, solubility and magnetism. They will initially focus on thinking of two questions they would like to answer in their experiments. Once they have done this, they will carry out experiments to test the suggested materials and answer their questions.

- To ask relevant questions and use different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To gather, record, classify and present data in a variety of ways to help in answering questions

#### Pollution Problem

Pupils will gather and record data from surveys on the problem of pollution and litter in their local area. After carrying out surveys on the local area and recording the pollution and litter types found, the pupils will need to write a report on their findings that can be shared with Professor Jiffy. Pupils will be encouraged to include diagrams with captions before writing a conclusion to their findings.

- To gather, record, classify and present data in a variety of ways to help in answering questions
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

## NAVIGATORS

Knowledge Building					
Processes and Changes	Methods	Observing and Recording	Scientific Vocabulary	Uses and Implications	Cross-Curricular (STEM)
Understand that numerous factors can affect or prevent change	Know what makes a good methodology and explain how adaptations can lead to improvements	Identify, analyse and explain findings that support or dismiss theories or arguments	Know how to use a range of scientific vocabulary in various contexts	Know that science has implications for world issues and that it can be used for good or bad	Understand how their own STEM skills can benefit future science work in school and beyond
Skills Progression					
Science Skills Navigators 1 / Y5			Science Skills Navigators 2 / Y6		
Sc38 Plan different types of scientific investigations Sc39 Make predictions based on scientific knowledge Sc40 Carry out a range of scientific investigations Sc41 Begin to recognise and control variable where appropriate during investigations Sc42 Identify trends and patterns and offer explanations for these Sc43 Carry out a fair test explaining why it is fair Sc44 Take measurements using a range of scientific equipment with increasing accuracy and precision Sc45 Understand why observations and measurements need to be repeated Sc46 Select information from provided sources Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs Sc48 Produce written explanation of results, causal explanations and conclusions Sc49 Use results to make predictions for further tests			Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc52 Carry out a range of scientific investigations Sc53 Recognise and control variables where appropriate during investigations Sc54 Identify scientific evidence that has been used to support or refute ideas Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, table, bar and line graphs, and models, making appropriate use of ICT Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc60 Present reports of findings in written form, displays and presentations Sc61 Use test results to make predictions and set up further comparative and fair tests		






## Knowledge Progression

Knowledge Progression	
Navigators 1 / Y5	Navigators 2 / Y6
<p><b>Full of Beans</b></p> <p> In this unit, pupils will further develop their knowledge and understanding of electricity. They will embed and extend their understanding of circuits by experimenting with variations of components, and the concept of voltage will be introduced through changing the number of cells in their circuits. They will also use scientifically correct symbols for components when completing circuit diagrams. They will now learn and use the correct symbols to represent components. Furthermore, pupils will look at energy, identifying its various forms (thermal, light, kinetic), how it is created through renewable and non-renewable sources and the implications this has on real-world use.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>A. To identify common appliances that run on electricity</li> <li>B. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off positions of switches (NC)</li> <li>C. To be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (NC)</li> <li>D. To know how to use recognised symbols when representing a simple circuit in a diagram (NC)</li> <li>E. To understand the term 'energy' and identify a range of different renewable and non-renewable energy sources</li> </ul>	<p><b>Global Warning</b></p> <p> Pupils will explore changing states of matter in more detail. Initially, they will research the numerous factors and processes that are used to recycle glass and paper. Pupils will then have several opportunities to experiment with changing materials by the introduction of processes such as dissolving, filtering and evaporating etc. They will also test whether changes can be reversible. The experiments that the pupils will devise will require a greater focus on fair testing, using comparisons and retesting to ensure the data collected in accurate. Vocabulary such as substance, solution and mixture will be introduced.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> <li>B. To compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets</li> <li>C. To suggest how mixtures might be separated, including through filtering, sieving and evaporating, using their knowledge of solids, liquids and gases</li> <li>D. To know how to demonstrate that dissolving, mixing and changes of state are often reversible changes</li> <li>E. To understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>F. To show understanding by giving reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>
<p><b>Come Fly With Me! America</b></p> <p> Pupils will learn that objects are made from materials which are often combined e.g. a window is made of glass, wood and metal. They will look at objects, identify what they are made from and discuss why the chosen material is suitable for that object. Pupils will also differentiate between man-made and natural materials. With a focus on cotton wool, pupils will devise their own investigations to test either absorbency, flexibility or strength etc. They will be expected to produce a sound methodology and analyse their findings.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>A. To distinguish between an object and the material from which it is made</li> <li>B. To understand the difference between man-made and natural materials and identify and sort both</li> </ul>	<p><b>"I Have a Dream..."</b></p> <p> Pupils will use their previous knowledge of life cycles to explore the similarities and differences between various animal and plant species. Based on specific criteria and questions, pupils will research the life and reproductive cycles of a variety of animals and plants with opportunity for analysis, discussion and comparison. Pupils will be expected to start to give more scientific reasoning for the groupings of plants and animals by using established classification systems. They will also start to investigate adaptations of various plants and animals to suit particular biomes and how some of these adaptations have led to evolutionary changes.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know the difference in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>B. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

## Knowledge Progression

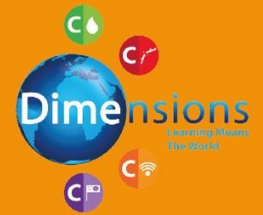
Knowledge Progression	
Navigators 1 / Y5	Navigators 2 / Y6
	<p><b>"I Have A Dream..."</b></p> <p><b>Concepts (cont.)</b></p> <ul style="list-style-type: none"> <li>C. To be able to describe the life process of reproduction in some plants and animals</li> <li>D. To be able to classify plants and animals based on specific characteristics and give reasons</li> </ul>

	<p>E. To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences</p> <p>F. To know and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
<p><b>Mission Control</b></p> <p> In this unit, pupils will look at the relationship between the Sun, Earth and Moon and how their movements and location in the solar system affect one another. Pupils will produce detailed labelled diagrams and written explanations, including graphs, to support their ideas. Pupils will deepen their knowledge of the Moon's relationship with the Earth, through self-directed research that will be shared with their peers for discussion.</p> <p><b>NC Concepts</b></p> <p>A. To know that the Sun, Earth and Moon are approximately spherical bodies</p> <p>B. To know about and explain the movement of the Earth relative to the Sun in the solar system</p> <p>C. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>D. To know about and explain the movement of the Moon relative to the Earth</p>	<p><b>A World of Bright Ideas</b></p> <p> In this unit, pupils will research and present findings on Sir Isaac Newton and develop their understanding of gravity. Pupils will carry out a number of experiments on the effects of water, air and frictional resistance. The experiments will require reasoned predictions, accurate recording of data and will be shared with the class once complete. Finally, pupils will carry out investigations into mechanisms and use STEM skills to make and test them. Pupils will discuss how these mechanisms are used in everyday life.</p> <p><b>NC Concepts</b></p> <p>A. To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>B. To identify the effect of air resistance and friction, that act between moving surfaces</p> <p>C. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>

Knowledge Progression	
Navigators 1 / Y5	Navigators 2 / Y6
<p><b>Go With the Flow</b></p> <p>Pupils will develop their understanding of growth and change in animals and humans by researching, sorting and comparing the gestational periods, life cycles and life spans of humans and animals. Using established research, pupils will investigate how diet, drugs and exercise can affect health and life expectancy in humans. The circulatory system will be introduced and pupils will investigate pulse rate, producing graphs to show their findings. They will investigate how vital water is for survival and compare how long animals can survive without water, discussing their findings with the class.</p> <p><b>NC Concepts</b></p> <p>A. To know and describe the changes as humans develop to old age</p> <p>B. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p><b>Wars of the World</b></p> <p> Pupils will carry out a range of experiments to test the theory of light travelling in a straight lines, and the concept of refraction when creating rainbows. Pupils will observe what happens and record their findings appropriately. The structure of the human eye will be introduced with the correct vocabulary and pupils will create labelled diagrams. Finally, pupils will embed their knowledge of shadows by creating shadow puppet theatres, which will include the use of transparent, translucent and opaque materials.</p> <p><b>NC Concepts</b></p> <p>A. To understand that light appears to travel in straight lines</p> <p>B. To 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</p>



# Science

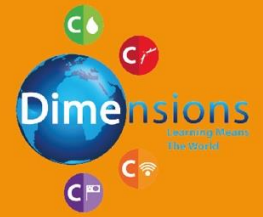


<p>C. To identify and name the main parts of the human circulatory systems, and explain the functions of the heart, blood vessels and blood</p> <p>D. To describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>C. To know that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes see them</p> <p>D. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
<p><b>Science concepts taught within 3D PSHE:-</b></p> <p><b>UKS2 3D PSHE Core 1 Unit 1 Lesson 3: You Choose! (additional lesson)</b> To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	

Key Vocabulary			
Navigators 1 / Year 5		Navigators 2 / Year 6	
Full of Beans		Global Warning	
brightness	pollution	biodegradable	reuse
bulb	radioactive	conductivity	reversible
buzzer	renewable/	(electrical and	separating sieving
calorie	non-renewable	thermal)	solid
cell	energy sources	dissolve	solubility
circuit diagram	sustainable	dredging	solution
coal	thermal	evaporating	substance



# Science



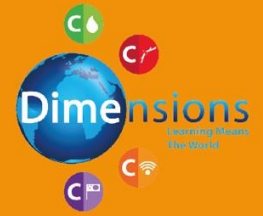
consumption	uranium	filtering	waste
efficiency	voltage	gas	
energy	volume	irreversible	
fuel	wind power	liquid	
gas		magnet	
kinetic		mixing	
nuclear		nurdles	
oil		pollutants	
plutonium		recycle	
		reduce	

## Key Vocabulary

Navigators 1 / Year 5		Navigators 2 / Year 6	
Come Fly With Me! America		"I Have A Dream..."	
absorbency		adaptation	reproduction
classify		amphibian	sexual reproduction
cotton		appearance	tendrils
environmentally		biomes	theories of
friendly		bird	evolution
flexibility		birth rate	vertebrate
man-made		classification	
materials		egg	
manufacturing		environment	



# Science



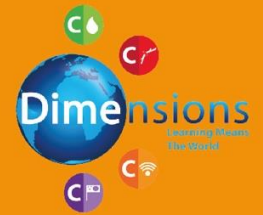
natural process properties strength	evolution gills habitat hereditary insect invertebrate mammal
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## Key Vocabulary

Navigators 1 / Year 5		Navigators 2 / Year 6	
A World of Bright Ideas		Mission Control	
accelerate	spring	axis	sun
air resistance	water resistance	constellations	tides
block and tackle		cycle	
brake		day and night	
decelerate		device	
effort		earth	
fall		flat earth theory	
force		galaxy	
friction		moon	
fulcrum		orbit	
gears		planet	



# Science



gravity	planetary motion
lever	rotation
load	satellite
newton meter	solar system
pulley	space agencies
resistance	spherical bodies

## Key Vocabulary

Navigators 1 / Year 5		Navigators 2 / Year 6	
Go With the Flow		Wars of the World	
additive	life cycle	absorption	translucent
adolescent	lungs	beam	transparent
blood	oxygenated	cornea	
cardiac	plasma	eye	
cell	platelets	iris	
blood pressure	pore	lens	
blood vessel	pregnant	light	
dehydration	pulse	light-emitting	
drug	stethoscope	devices	
function	sweat	opaque	
gestation	urine	periscope	
heart	veins	reflect	
joints	womb	refraction	

	retina shadows shiny torch
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## Working Scientifically - Jiffy Science Lessons

### Navigators 1 and 2

Keeping Cosy	Melting Madness
<p>In this lesson, pupils will conduct an experiment that looks at the thermal properties of materials and their effectiveness at keeping a cup and its contents warm for the longest period of time. The focus will be on how the pupils set up their experiment, how they consider fair testing and how they then write up their enquiry, including how the data was collected and the conclusions drawn.</p> <ul style="list-style-type: none"> <li>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>To use test results to make predictions to set up further comparative and fair tests</li> </ul>	<p>'Keeping Cosy' and 'Melting Madness' work together as a pair of lessons. In this lesson, pupils will be given the instructions for three experiments. They will need to use the basic instructions to set up the experiments and carefully record the data that comes from them. Pupils will, before starting, need to consider what the variables could be with the three experiments and how to the best of their ability keep their tests fair.</p> <ul style="list-style-type: none"> <li>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>To use test results to make predictions to set up further comparative and fair tests</li> </ul>
Solar System Searching	What time is it, Professor Jiffy?
<p>Pupils will develop their skills in using research to aid their scientific enquiries. Once they have carried out research into the solar system, pupils will need to present their findings in a way that is easy to read, contains images and captions and uses suitable scientific vocabulary. Pupils will also start to understand the need for citations when using quotes or statements from websites or books.</p> <ul style="list-style-type: none"> <li>To 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>To identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>This lesson involves looking at how shadows work in helping to tell the time using sundials. Pupils will learn about how sundials work by looking at traditional round sundials but also the unusual 'Dolphin Sundial' at the Greenwich Observatory. They will make their own sundials and test them. Once tested, the pupils will need to present their findings, highlighting any issues with their sundials and how they could potentially be fixed.</p> <ul style="list-style-type: none"> <li>To 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> </ul>



## End Goals

### Explorers / EYFS

Our aim in teaching science in Explorers is to tap into pupils' curiosity about the world around them. By the end of this phase, pupils should be able to use their senses to investigate a range of materials and should be starting to become familiar with the concept of natural and man-made materials. Pupils should be able to talk in simple terms about how plants and animals change over the course of their life cycles and observe the growth of a plant from seed to full development. Pupils should recognise that humans and animals require a suitable place to live and need food and water to survive. By the end of this phase, they should also be aware of seasonal changes and be able to have conversations about what they see, hear and feel outdoors. Pupils should be able to identify a range of light sources and use light to create reflections and shadows. Pupils should be able to start making comparisons between two or more things e.g. objects, animals, recognising similarities and differences between them.

### Pathfinders / KS1

Our aim in teaching science in Pathfinders is to embed and build on learning in Explorers by beginning to develop their ability to work more scientifically. By the end of this phase, pupils should be able to write basic methods for experiments and use some simple equipment to observe and record their findings. They should also be able to make predictions, with reasons for their ideas, before proceeding with an experiment. Pupils should be able to draw on some of their mathematical skills to create charts from data collection and use this data to draw conclusions. Pupils should be able to use a wider range of scientific vocabulary in both their class discussions and written work. We believe that learning in science develops through the experience and development of scientific concepts in incremental steps in each phase. For this reason, we have made the following changes to the Programme of Study within the Science National Curriculum to support children's learning. Exploratory units of Light, Electricity, Sound and Forces have been included in Pathfinders (Key Stage 1) to ensure that children gain initial experience of a range of 'Physical' science before Key Stage 2.

They should also have a secure knowledge of what animals and plants need to survive and be able to classify things that are alive and those that are not. Pupils should also be able to explain in more detail the process of growing plants from seeds and bulbs, using a wider scientific vocabulary. When working with materials, pupils should be able to distinguish the difference between an object and material/s it is made from. They should also be able to conduct some simple experiments on the suitability of certain materials for different uses.

### Adventurers / LKS2

Our aim in teaching science in Adventurers is to encourage pupils to start to become more scientifically accurate, with the introduction of a range of testing, alongside the questioning and comparing of data when drawing conclusions. In this phase, pupils will have revisited a number of areas of science from Pathfinders, and will be expected to end this phase with a deeper understanding of them through the use of a wider scientific vocabulary and more complex investigative techniques. Pupils should be able to use more technical methods of grouping and classifying, such as classification keys and food chain diagrams. Pupils should also be able to present their findings from experiments in more formal ways and provide evidence for their findings.

They should be able to explain the key features of the digestive and skeletal systems in animals and should have a deeper understanding of the reproductive processes of plants and their key parts. Pupils should be able to recognise the difference between volume and pitch when investigating sound and recognise how reflections are formed in the study of light. By the end of the phase, pupils should be able to make and draw diagrams of more complex electrical circuits that include switches. They should also be able to recognise the roles of conductors and insulators in making circuits functional but safe.

### Navigators / UKS2

Our aim in teaching science in Navigators is to deepen pupils' knowledge and skills in a wide range of scientific areas. Pupils should now be confident in devising and conducting experiments and presenting their methods and findings with accuracy, using a range of different methods. In this phase, pupils are now expected to, not only ensure fair testing in their experiments, but also conduct comparative tests where appropriate. Pupils should be able to analyse, discuss and argue constructively for and against particular theories or ideas and use evidence to support their own views. They should be able to research and produce explanations or theories that look at scientific concepts beyond the classroom, such as evolutionary theories or the use of renewable energy sources. They should also know about the circulatory and the solar systems, as well as more complex forces such as gravity, water, air and frictional resistance.