



## Curriculum Learning Guide



# Science

How is science taught at Low Ash?



## Curriculum Intent

### What do we want to achieve with our science curriculum?

At Low Ash, we recognise the importance of science in our daily life. Our science curriculum encourages children to have curiosity by asking questions, acquiring specific skills and applying scientific knowledge to determine an answer. Scientific enquiries are embedded in our lessons which enable children to be hands on and make explicit links to scientific concepts that they are discovering. All of our children develop and use a range of skills including observations, planning and investigations. We intend to build a science curriculum which develops learning and results in the acquisition of knowledge and build a science curriculum which, enables children to become enquiry-based learners.

## Implementation

### How will this be achieved?

At Low Ash, our enquiry-based science curriculum allows children to learn science by doing real science. Children are fully immersed in the learning process and allowed to develop their understanding of the world around them. They are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. At Low Ash, science lessons are taught weekly in planned topic blocks by the class teacher. The use of a dialogic classroom supports pupils' use of scientific language and allows them to communicate their ideas and observations as well as encouraging collaboration.

Each science topic has learning questions, which provide a focus for each session. Topics are built upon as pupils move through the year groups. The working scientifically skills are used regularly and in a variety of contexts throughout the different key stages. Concepts are explored in lots of different ways and can be represented as models or diagrams to support understanding and differentiation may be observed through the use of word banks, sentences stems and other resources.

At the beginning of each topic, a knowledge organiser is shared with pupils which clearly states relevant prior learning, key knowledge, skills and understanding for the topic, the 'end point' of the learning journey and key scientific vocabulary.

The focus of science teaching in key stage 1 is to allow pupils to have hands on experience by observing and investigating the world around them. At Low Ash, the children are encouraged to be curious, explore and by asking questions through a range of enquiries.

The focus of science teaching in key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas, by building upon previous learning and extending their knowledge and understanding. In KS2, children are encouraged to explore and discuss their ideas; asking their own questions about scientific phenomena. At upper key stage 2, they are encouraged to ask their own questions and propose suitable scientific enquiries, enabling them to work as independent scientists. They should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.



## Impact

### What will outcomes for learners be?

The planned impact is for children at Low Ash is to experience a rich, engaging science curriculum where children look forward to lessons. Many learners will achieve or exceed age related expectations in science.

Learners will:

- know more, remember more and understand more about science
- be inspired to have a curiosity and fascination about the world
- ask questions, reflect and build upon their knowledge
- work collaboratively and practically to investigate and experiment
- explain the process they have taken and reason scientifically



## Early years foundation stage

Nursery	Reception
<b>Expressive art and design</b>	
<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>	<p><b><u>ELG Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
<b>Understanding the world</b>	
<ul style="list-style-type: none"> <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.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b><u>ELG The Natural World</u></b></p> <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> </ul>

### Animals including humans

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>



<ul style="list-style-type: none"><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul>					
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## Living Things and Their Habitats

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"><li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>• 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</li><li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li><li>• Describe how animals obtain their food from plants and other</li></ul>		<ul style="list-style-type: none"><li>• Recognise that living things can be grouped in a variety of ways</li><li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li><li>• Recognise that environments can change and that this can sometimes pose dangers to living things</li></ul>	<ul style="list-style-type: none"><li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li><li>• Describe the life process of reproduction in some plants and animals</li></ul>	<ul style="list-style-type: none"><li>• 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</li><li>• Give reasons for classifying plants and animals based on specific characteristics</li></ul>



	animals, using the idea of a simple food chain, and identify and name different sources of food				
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## Materials

Materials					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>		<ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that 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>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including</li> </ul>	

				<p>metals, wood and plastic</p> <ul style="list-style-type: none"><li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li><li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li></ul>	
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## Forces

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"><li>• Compare how things move on different surfaces</li><li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li><li>• Observe how magnets attract or repel each other and attract some materials and not others</li><li>• 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</li><li>• Describe magnets as having 2 poles</li><li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li></ul>		<ul style="list-style-type: none"><li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li><li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li><li>• Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li></ul>	



## Plants

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li></ul>	<ul style="list-style-type: none"><li>Observe and describe how seeds and bulbs grow into mature plants</li><li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li></ul>	<ul style="list-style-type: none"><li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li><li>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</li><li>Investigate the way in which water is transported within plants</li><li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li></ul>			



## Sound

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"><li>• Identify how sounds are made, associating some of them with something vibrating</li><li>• Recognise that vibrations from sounds travel through a medium to the ear</li><li>• Find patterns between the pitch of a sound and features of the object that produced it</li><li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li><li>• Recognise that sounds get fainter as the distance from the sound source increases</li></ul>		



## Earth and space

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"><li>• Describe the movement of the Earth and other planets relative to the sun in the solar system</li><li>• Describe the movement of the moon relative to the Earth</li><li>• Describe the sun, Earth and moon as approximately spherical bodies</li><li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li></ul>	



## Light

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"><li>• Recognise that they need light in order to see things and that dark is the absence of light</li><li>• Notice that light is reflected from surfaces</li><li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li><li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li><li>• Find patterns in the way that the size of shadows changes</li></ul>			<ul style="list-style-type: none"><li>• Recognise that light appears to travel in straight lines</li><li>• 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</li><li>• 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</li><li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li></ul>



## Electricity

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"><li>• Identify common appliances that run on electricity</li><li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li><li>• 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</li><li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li><li>• Recognise some common conductors and insulators, and associate metals with being good conductors</li></ul>		<ul style="list-style-type: none"><li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>• 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</li><li>• Use recognised symbols when representing a simple circuit in a diagram</li></ul>





## Evolution and Inheritance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"><li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li><li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li><li>• Recognise that soils are made from rocks and organic matter</li></ul>			<ul style="list-style-type: none"><li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li></ul>