



Overview of Science Learning

	Characteristics of Effective Learning	Understanding the World
EY	<ul style="list-style-type: none"> *Playing & Exploring *Active Learning *Creating & Thinking Critically 	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, explain why some things occur, and talk about changes.

Science in Y1-6 is taught in accordance with the National Curriculum

	Investigative Skills	Areas of Study
Year 1 & Year 2	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<p>Y1 – Plants, Animals including humans, Everyday materials, Seasonal changes.</p> <p>Y2 - Living things and their habitats, Plants, Animals including humans, Uses of everyday materials.</p>
Year 3 & Year 4	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	<p>Y3 – Forces and magnets, Rocks, Animals including humans, Light, Plants.</p> <p>Y4 – States of matter, Sound, Animals including humans, Living things and their habitats, Electricity.</p>
Year 5 & Year 6	<ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and 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 arguments 	<p>Y5 – Living things and their habitats, Animals including humans, Properties and changes of materials, Earth and space, Forces.</p> <p>Y6 – Living things and their habitats, Animals including humans, Light, Electricity, Evolution and inheritance.</p>