



Our Curriculum

<p align="center">What we will teach children to do over the course of the year in Science- Working Scientifically</p>				
	Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<p>We would expect almost all children to achieve these things in</p> <p>Year 1</p>	<p>talk about what they see, touch, smell, hear or taste</p> <ul style="list-style-type: none"> • use simple equipment to help them make observations 	<p>perform a simple test</p> <ul style="list-style-type: none"> • tell other people about what they have done 	<p>identify and classify things they observe</p> <ul style="list-style-type: none"> • think of some questions to ask • answer some scientific questions • give a simple reason for their answers • explain what they have found out 	<p>show their work using pictures, labels and captions</p> <ul style="list-style-type: none"> • record their finding using standard units • put some information in a chart or table
<p>We would expect almost all children to achieve these things in</p> <p>Year 2</p>	<p>use see, touch, smell, hear or taste to help them answer questions</p> <ul style="list-style-type: none"> • use some science words to describe what they have seen and measured • compare several things 	<p>carry out a simple fair test</p> <ul style="list-style-type: none"> • explain why it might not be fair to compare two things • say whether things happened as they expected • suggest how to find things out • use prompts to find things out 	<p>organise things into groups</p> <ul style="list-style-type: none"> • find simple patterns (or associations) • identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not 	<p>use (text, diagrams, pictures, charts, tables) to record their observations</p> <ul style="list-style-type: none"> • measure using simple equipment
	Planning	Obtaining and presenting evidence	Considering evidence and evaluating	



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<p>We would expect almost all children to achieve these things in</p> <p>Year 3</p>	<p>use different ideas and suggest how to find something out</p> <ul style="list-style-type: none"> • make and record a prediction before testing • plan a fair test and explain why it was fair • set up a simple fair test to make comparisons • explain why they need to collect information to answer a question 	<p>measure using different equipment and units of measure</p> <ul style="list-style-type: none"> • record their observations in different ways (labelled diagrams, charts etc) • describe what they have found using scientific words • make accurate measurements using standard units 	<p>explain what they have found out and use their measurements to say whether it helps to answer their question</p> <ul style="list-style-type: none"> • use a range of equipment (including a data-logger) in a simple test 	
<p>We would expect almost all children to achieve these things in</p> <p>Year 4</p>	<p>set up a simple fair test to make comparisons</p> <ul style="list-style-type: none"> • plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated • suggest improvements and predictions • decide which information needs to be collected and decide which is the best way for collecting it • use their findings to draw a simple conclusion 	<p>take measurements using different equipment and units of measure and record what they have found in a range of ways</p> <ul style="list-style-type: none"> • make accurate measurements using standard units • explain their findings in different ways (display, presentation, writing) 	<p>find any patterns in their evidence or measurements</p> <ul style="list-style-type: none"> • make a prediction based on something they have found out • record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables 	
<p>We would expect almost all children to achieve these</p>	<p>plan and carry out an investigation by controlling variables fairly and accurately</p>	<p>take measurements using a range of scientific equipment with increasing accuracy and precision</p>	<p>report findings from investigations through written explanations and conclusions</p> <ul style="list-style-type: none"> • use a graph to answer 	



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<p>things in</p> <p>Year 5</p>	<ul style="list-style-type: none"> • make a prediction with reasons • use test results to make further predictions and set up further comparative tests • present a report of their findings through writing, display and presentation 	<ul style="list-style-type: none"> • record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models 	<p>scientific questions</p>	
<p>We would expect almost all children to achieve these things in</p> <p>Year 6</p>	<p>explore different ways to test an idea and choose the best way, and give reasons</p> <ul style="list-style-type: none"> • vary one factor whilst keeping the others the same in an experiment explain why they do this • plan and carry out an investigation by controlling variables fairly and accurately • make a prediction with reasons • use information to help make a prediction • use test results to make further predictions and set up further comparative tests • explain (in simple terms) a scientific idea and what evidence supports it • present a report of their findings through writing, 	<p>explain why they have chosen specific equipment (incl ICT based equipment)</p> <ul style="list-style-type: none"> • decide which units of measurement they need to use • explain why a measurement needs to be repeated • record their measurements in different ways (incl bar charts, tables and line graphs) • take measurements using a range of scientific equipment with increasing accuracy and precision 	<p>find a pattern from their data and explain what it shows</p> <ul style="list-style-type: none"> • use a graph to answer scientific questions • link what they have found out to other science • suggest how to improve their work and say why they think this • record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models • report findings from investigations through written explanations and conclusions 	



Hilton Lane Primary School

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	display and presentation			
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