Our Science curriculum will link, wherever possible, to the current half term's thematic plan. Below is a list of scientific areas taught within each of our classes over a two year cycle, including – most importantly – the progression of skills we expect our pupils to achieve when 'working scientifically'. Our science curriculum lends itself to our school's rural locality and optimises opportunities for children to learn in 'hands-on' contexts both within their classes and during fieldwork visits.

Key Stage	Areas of Study	Skills Progression: Working Scientifically
KS1 (Elm Tree Class)	• Living things(classifying and sorting) • Habitats • Healthy living + Teeth • Uses of materials. • Magnets & Springs, • Light & Shadow • Plants • Human Body + Bones • Characteristics of everyday materials. • Rocks and Soils. • Seasonal Changes • Forces	• Ask simple questions and understand that they can be answered in different ways. • Observe closely, using simple equipment (like magnifying glasses). • Perform simple tests (to find things out). • Identify and classify (sort) living and non- living things. • Use my observations and ideas to suggest answers to questions. • Gather and record data (information) to help in answering questions.
Lower KS2 (Ash Tree Class)	• Moving and Growing • Plants • Keeping Warm • States of matter	• Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests.

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	• Light • Electricity • Healthy Living + Teeth • Animals & Habitats • Rocks and soils, • Changing States • Forces and magnets • Sound	• Make organised and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and ask further questions.

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		• Identify differences, similarities or changes related to simple scientific ideas and processes. • Use simple scientific evidence to answer questions or to support their findings.
Upper KS2 (Oak Tree Class)	• Animals and habitats • Human growth, Development and reproduction • Reversible and Irreversible changes • Earth and Space, • Energy efficiency + Renewable energy • Human Body • Evolution and inheritance • Properties of materials and changes of state. • Light • Forces	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from

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		enquiries in oral and written forms such as displays and other presentations. This includes drawing conclusions, and explaining how things happen and how far I trust the results found. • Identify scientific evidence that has been used to support or refute ideas or arguments.