



Working Scientifically (KS1):

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment (like magnifying glasses)
- Perform simple tests
- Identify (objects, materials, living things) and decide, with help, how to sort and group them (classify)
- Use observations and ideas to suggest answers to questions.
- Gather data using simple measurements & equipment and record data to help in answering questions.

Working Scientifically Language:

Y2: questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/similarities, different/differences, egg timers, ruler, tape measure, metre stick, beaker, pipette, syringe, pictogram, tally chart, block diagram, venn diagram, order, link, stop watch.

Working Scientifically (LKS2)

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests
- Make systematic & careful observations &, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers & 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 & tables.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements & ask further questions.
- Identify differences, similarities or changes related to simple scientific ideas & processes.
- Use simple scientific evidence to answer questions or to support findings.

Working Scientifically language:

Y3: questions, types of scientific enquiry, answer, similarities, differences, changes, identify, classify, sort, group, order, observe changes over time, notice pattern, link, secondary sources, comparative tests, fair tests, careful, accurate, observations, questions, answers, equipment, gather, measure, record, results, evidence, present, data/evidence/results, keys, bar charts, table, conclusions, prediction, support/no support, thermometers, data loggers, magnifying glass, microscope.



	Autumn 2018	Spring 2019	Summer 2019
Class 2 Y2 Y3	Uses of Everyday Materials -identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. -compare how things move on different surfaces. Forces and Magnets -notice that some forces need contact between two objects, but magnetic forces can act at a distance. -observe how magnets attract or repel each other and attract some materials and not others 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. -describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	Plants -observe and describe how seeds and bulbs grow into mature plants. -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy, -identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. -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 investigate the way in which water is transported within plants. -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Light -notice that light is reflected from surfaces. -find patterns that determine the size of shadows.



	Autumn 2019	Spring 2019	Summer 2019
Class 2 Y2 Y3	Rocks - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - describe in simple terms how fossils are formed when things that have lived are trapped within rock. - recognise that soils are made from rocks and organic matter.	Animals (inc humans) -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene -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 -identify that humans and some other animals have skeletons and muscles for support, protection and movement	Living things and their habitats: -explore and compare the differences between things that are living, dead, and things that have never been alive -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 -identify and name a variety of plants and animals in their habitats, including microhabitats -describe 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