

Overview

The Science Curriculum is taken from objectives given in the EYFS statutory framework and the National Curriculum. Key skills have been identified and progression mapped through from Early Years to the end of Key Stage One.

The concentric curriculum to enable objectives to be revisited, to build on learning and for knowledge acquisition to be long term. Children will know more, do more and remember more.

Impact

The purpose of our Science programme of study is to acquire scientific enquiry skills, learn about animals, seasons, plants and materials.

These areas of study have been specifically chosen as they allow progression from EYFS to Year 2. Within each unit key objectives will be taught and assessed.

| SCIENCE – Working Scientifically | |
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| ELG/Rec | Y1 & Y2 |
| Knows about similarities and differences in relation to places objects, materials and living things. | Observing closely, using simple equipment |
| | Performing simple tests |
| | Identifying and classifying |
| | Pupils should read and use (speak) scientific vocabulary of a level consistent with their increasing word knowledge at key stage 1 |

| SCIENCE – Animals, including Humans | | |
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| ELG/Rec | Y1 | Y2 |
| Knows about similarities and differences in relation to living things. Can make observations of living things and explain why some things occur. | <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | <ul style="list-style-type: none"> 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) |

| SCIENCE – Plants | | |
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| ELG/Rec | Y1 | Y2 |
| Can make observations of plants and explain why some | <ul style="list-style-type: none"> Identify and name a variety of common wild and garden | <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature |

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| things occur. Can talk about changes. | <p>plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants including trees | <p>plants</p> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy |
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| SCIENCE – Everyday Materials | | |
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| ELG/Rec | Y1 | Y2 |
| Knows about similarities and differences in relation to materials. | <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rocks Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their similar physical properties | <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching |

Science will be taught and assessed during each topic. The topics are on a rotational basis seasonal changes, plants, animals and materials. Scientific enquiry underpins all topics. Pupils will have the opportunity to study science through a cross curricular model as well as focusing on specific techniques thus encouraging them to make links to the wider curriculum and apply skills from other areas.

Teachers will assess learning objectives taught through a RAG rating system which will measure progress overtime. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement.

Science and the wider curriculum

The science curriculum enables pupils to use and develop a wide range of scientific and life skills. All teaching will be adapted to support pupils' individual needs, according to their starting point to enable them to have understand the importance of Science and the part it plays in their lives. Pupils should be able to apply some basic scientific reasoning skills, ask questions and be able to articulate what they have discovered. Pupils will understand how to grow plants and look after them.