



Curriculum Coverage Science LTP Overview

Yr	Age grp	Aut 1	Aut2	Spr1	Spr2	Sum1	Sum2
	EYFS	<p>Who am I? Where do I live? What do we celebrate?</p> <p>Materials and their properties Make observations of winter animals. Properties of toys. Describe the local environment, using all their senses to explore the natural and urban world Describe and compare the North Pole.</p>	<p>Who lives in fairy tale land? animals and their habitats linked to climate and landscape</p> <p>Describe other environments</p> <p>Make observations of plants and animals</p> <p>Understand need to care for the environment To make comments about their observations.</p>	<p>Is there anything above the clouds? Talk about forces they can feel</p>	<p>Who has been here before me? Grow and care for plants from seeds- understanding of life cycles</p>	<p>Who lives in the sea? Living things- plants and animals (bones, fossils, etc.)</p> <p>Explore collections of materials and use senses</p>	
(A)	Y1 Y2	materials	animals including humans	living things & habitats	plants		
	WS Y1	<p><i>With help and encouragement I ask simple questions that begin with why, what if, how or when.</i></p> <p>The children answer questions developed with the teacher often through a scenario.</p> <p><i>With help, I can gather and record data to help me answer my questions. talk about what happened and/or what I saw.</i></p> <p>The children recognise 'biggest and smallest', 'best and worst' etc. from their data.</p>	<p><i>I observe using my senses</i> The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing</p> <p>They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</p>	<p>The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing</p> <p><i>talk about what happened and/or what I saw.</i></p>	<p><i>With help, I use simple equipment.g. magnifying glasses and non-standard units to find things out.</i> They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</p> <p>The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing</p> <p>The children recognise 'biggest and smallest', 'best and worst' etc. from their data</p>		
	WS Y2	<p>I ask simple questions and recognise these questions can be answered in different ways.</p> <p>I gather data and record data to help me answer my questions.</p>	<p>I observe closely, using simple equipment and begin to measure using non-standard units. I can identify and classify. Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting</p>	<p>I observe closely, using simple equipment and begin to measure using non-standard units. I can identify and classify. Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting</p>			

		<p>I observe closely, using simple equipment <i>and begin to measure using non-standard units.</i></p> <p>I can perform a simple test.</p>		<p>I use my observations and ideas to suggest answers to my questions</p> <p>I can perform a simple test.</p>		
(A)	Y3 Y4	animals including humans		living things & habitats	rocks	forces
	WS Y3	<p><i>I can ask questions.</i></p> <p><i>I recognise that there are different types of enquiry I am beginning to make systematic and careful observations. I record my findings using a drawing and/or words. I can talk about my findings to an audience using appropriate scientific vocabulary.</i></p>		<p>The children answer questions posed by the teacher.</p> <p>The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions.</p> <p><i>I can set up a simple practical enquiry and I am beginning to understand how to make a test fair. I can use my results when I talk about what happened. I can talk about what went wrong! I have ideas about what else I would like to find out.</i></p>	<p><i>With help I can use information sources provided to find things out</i></p> <p><i>I gather data and using a pre-prepared table I can record data.</i></p> <p><i>With help, I can present my data.</i></p> <p>Children interpret their data to generate simple comparative statements based on their evidence.</p>	<p><i>I can set up a simple practical enquiry and I am beginning to understand how to make a test fair. I make suggestions about what observations and measurements to make and what equipment I need. I sometimes use standard units. I can use my results when I talk about what happened. I can talk about what went wrong! I have ideas about what else I would like to find out.</i></p>
	WS Y4	<p>I ask relevant questions and use different types of scientific enquiries to answer them. Given a range of resources, the children decide for themselves how to gather evidence to answer the question.</p> <p>I make systematic and careful observations and take accurate measurements using standard units.</p> <p>I record my findings using simple scientific language, tables, drawings and labelled diagrams, bar charts and tables.</p> <p>I report my findings using oral and written explanations, displays or presentations of results and conclusions.</p>		<p>I can set up simple practical enquiries, comparative or fair tests.</p> <p>I record my findings using simple scientific language, tables, drawings and labelled diagrams, bar charts and tables.</p> <p>I use my results to draw simple conclusions I make predictions for new values.</p> <p>I using straightforward scientific evidence to answer questions or to support their findings.</p> <p>I suggest improvements to the way I carried out the enquiry. I suggest further questions to investigate.</p>	<p>I gather, record and classify data in a variety of ways to help me answer my questions.</p> <p>I present my data in a variety of ways <i>using e.g. Venn diagrams, bar charts, simple scatter graphs and keys.</i></p>	<p>I can set up simple practical enquiries, comparative or fair tests. I use a range of equipment (including thermometers and dataloggers).</p> <p>I make systematic and careful observations and take accurate measurements using standard units.</p> <p>I use my results to draw simple conclusions I make predictions for new values.</p>
(A)	Y5 Y6	forces	earth & space	animals including humans	evolution & inheritance	

	WS Y5	<p>Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry</p> <p><i>I use a range of equipment independently. The series of observations and measurements I take are adequate for the task.</i></p>	<p>They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</p> <p>They talk about how their scientific ideas change due to new evidence that they have gathered.</p> <p>They talk about how new discoveries change scientific understanding.</p>	<p>Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</p> <p><i>I gather and record non-complex results (data and observations) using e.g. tables and scientific diagrams</i></p> <p>I use what I have found out to suggest improvements to my work giving reasons. I can set up further questions to investigate.</p>	<p><i>I use information sources provided to find things out.</i> They recognise how secondary sources can be used to answer questions that cannot be answered through practical work. <i>I identify possible risks to myself and others.</i></p> <p><i>I present the results (data and observations) in a range of formats e.g. bar and line graphs, simple scatter graphs, keys and frequency charts.</i> <i>I draw conclusions from my data and observations.</i></p>
	WS Y6	<p>take measurements, using a range of scientific equipment with increasing accuracy and precision.</p> <p>I take repeat readings when appropriate.</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>I identify scientific evidence to support or refute the ideas or arguments for my conclusion.</p>	<p>I can plan different types of science enquiries to answer questions.</p> <p>I recognise and control variables where necessary. I record data and results of increasing complexity using e.g. scientific diagrams and labels classification keys, tables, scatter graphs, bar and line graphs</p> <p>I use my test results to make predictions to set up further enquiries e.g. comparative and fair tests <i>and suggest how my working methods could be improved, with reasons.</i></p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>I identify scientific evidence to support or refute the ideas or arguments for my conclusion.</p>
(B)	Y1 Y2	materials	animals including humans	living things & habitats	plants
	WS Y1	<p><i>With help and encouragement I ask simple questions that begin with why, what if, how or when.</i></p> <p>The children answer questions developed with the teacher often through a scenario.</p> <p><i>With help, I can gather and record data to help me answer my questions. talk about what happened and/or what I saw.</i></p> <p>The children recognise 'biggest and smallest', 'best and worst' etc. from their data.</p>	<p><i>I observe using my senses</i> The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing</p> <p>They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</p>	<p>The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing</p> <p><i>talk about what happened and/or what I saw.</i></p>	<p><i>With help, I use simple equipment e.g. magnifying glasses and non-standard units to find things out.</i> They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing. The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing</p> <p>The children recognise 'biggest and smallest', 'best and worst' etc. from their data</p>
	WS Y2	<p>I ask simple questions and recognise these questions can be answered in different ways.</p> <p>I gather data and record data to help me answer my questions. I observe closely, using simple equipment <i>and begin to measure using non-standard units.</i></p>	<p>I observe closely, using simple equipment <i>and begin to measure using non-standard units.</i> I can identify and classify. Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting</p>		<p>I observe closely, using simple equipment <i>and begin to measure using non-standard units.</i> I can identify and classify. Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting I use my observations and ideas to suggest answers to my questions</p>

		I can perform a simple test.				I can perform a simple test.
(B)	Y3 Y4	states of matter	sound	electricity	light	plants
	WS Y3	<p><i>I recognise that there are different types of enquiry I am beginning to make systematic and careful observations.</i></p> <p><i>With help, I can present my data.</i></p> <p>Children interpret their data to generate simple comparative statements based on their evidence.</p>	<p><i>I can ask questions.</i></p> <p>The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions.</p>	<p><i>I recognise that there are different types of enquiry I can set up a simple practical enquiry and I am beginning to understand how to make a test fair.</i></p> <p><i>I gather data and using a pre-prepared table I can record data.</i></p> <p><i>I record my findings using a drawing and/or words.</i></p>	<p>The children answer questions posed by the teacher.</p> <p><i>With help I can use information sources provided to find things out.</i></p> <p><i>I am beginning to make systematic and careful observations.</i></p>	<p><i>I recognise that there are different types of enquiry I make suggestions about what observations and measurements to make and what equipment I need I am beginning to make systematic and careful observations. I sometimes use standard units.</i></p> <p><i>I can use my results when I talk about what happened. I can talk about my findings to an audience using appropriate scientific vocabulary. I can talk about what went wrong! I have ideas about what else I would like to find out.</i></p>
	WS Y4	<p>I can set up simple practical enquiries, comparative or fair tests.</p> <p>I make systematic and careful observations and take accurate measurements using standard units.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>I ask relevant questions and use different types of scientific enquiries to answer them. <i>Given a range of resources, the children decide for themselves how to gather evidence to answer the question.</i></p> <p>I using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>I can set up simple practical enquiries, comparative or fair tests.</p> <p>I gather, record and classify data in a variety of ways to help me answer my questions.</p> <p>I record my findings using simple scientific language, tables, drawings and labelled diagrams, bar charts and tables.</p>	<p>I make systematic and careful observations and take accurate measurements using standard units.</p> <p>I use my results to draw simple conclusions I make predictions for new values. I report my findings using oral and written explanations, displays or presentations of results and conclusions.</p>	<p>I ask relevant questions and use different types of scientific enquiries to answer them. <i>Given a range of resources, the children decide for themselves how to gather evidence to answer the question.</i></p> <p>I can set up simple practical enquiries, comparative or fair tests. I use a range of equipment (including thermometers and dataloggers).</p> <p>I present my data in a variety of ways <i>using e.g. Venn diagrams, bar charts, simple scatter graphs and keys.</i></p> <p>I suggest improvements to the way I carried out the enquiry.</p> <p>I suggest further questions to investigate.</p>
(B)	Y5 Y6	materials		electricity	light	living things and their habitats
	WS Y5	<p>Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry</p> <p><i>The series of observations and measurements I take are adequate for the task I gather and record non-complex results (data and observations) using e.g. tables and scientific diagrams</i></p>		<p>Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice</p> <p><i>I use a range of equipment independently</i></p>	<p>Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice</p> <p><i>I use a range of equipment independently</i></p>	<p>They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</p> <p><i>I use information sources provided to find things out.</i></p> <p><i>I gather and record non-complex results (data and observations) using e.g. tables and scientific diagrams</i></p>

		<p><i>I draw conclusions from my data and observations.</i></p> <p>They talk about how their scientific ideas change due to new evidence that they have gathered.</p> <p>They talk about how new discoveries change scientific understanding.</p>	<p><i>I identify possible risks to myself and others.</i></p> <p><i>I draw conclusions from my data and observations.</i></p>		<p><i>I present the results (data and observations) in a range of formats e.g. bar and line graphs, simple scatter graphs, keys and frequency charts.</i></p> <p>I use what I have found out to suggest improvements to my work giving reasons.</p> <p>I can set up further questions to investigate.</p>
	<p>WS Y6</p>	<p>I take repeat readings when appropriate.</p> <p>I record data and results of increasing complexity using e.g. scientific diagrams and labels classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>I identify scientific evidence to support or refute the ideas or arguments for my conclusion.</p>	<p>I can plan different types of science enquiries to answer questions.</p> <p>I recognise and control variables where necessary. take measurements, using a range of scientific equipment with increasing accuracy and precision.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>I identify scientific evidence to support or refute the ideas or arguments for my conclusion.</p> <p>I use my test results to make predictions to set up further enquiries e.g. comparative and fair tests <i>and suggest how my working methods could be improved, with reasons.</i></p>	<p>I record data and results of increasing complexity using e.g. scientific diagrams and labels classification keys, tables, scatter graphs, bar and line graphs.</p>	