



	'Happy to Be Me'	'Let's Play'				'No Place Like Home'	'Under the Sea'
N	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul> <p>Understand the effect of changing seasons on the natural world around them</p>		'Come and Join the Celebration'	<ul style="list-style-type: none"> <li>talk about what they see, using a wide vocabulary</li> <li>use all their senses in hands-on exploration of natural materials</li> <li>explore how things work</li> <li>understand the key features of the life cycle of an animal</li> <li>talk about the differences between materials and changes they notice</li> </ul>	<ul style="list-style-type: none"> <li>talk about what they see, using a wide vocabulary</li> <li>use all their senses in hands-on exploration of natural materials</li> <li>explore collections of materials with similar and / or different properties</li> <li>talk about the differences between materials and changes they notice</li> <li>explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Explore the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul>



	'Tell Us a Story'	'Help is at Hand'	'Food Glorious Food'	'Way Back When...' Hats Had Brims	'If You Go Down to the Woods...'	'What On Earth...?'	'Come Fly With Me!'
R	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul>		<ul style="list-style-type: none"> <li>explore the natural world around them, making observations and drawing pictures of plants</li> <li>• know that processes and change occur (Sc KB)</li> <li>• know when in everyday activities science is useful (Sc KB)</li> <li>know that processes and changes occur (Sc KB) • know when in everyday activities science is useful (Sc KB)</li> <li>know that processes and change occur (Sc KB) • know when in everyday activities science is useful (Sc KB)</li> <li>know that processes and changes occur (Sc KB)</li> </ul>		<ul style="list-style-type: none"> <li>explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>understand some important processes and changes in the natural world around them • know that processes and changes occur (Sc KB) •</li> <li>know that saying what you see is an important aspect of science (Sc KB)</li> <li>know when in everyday activities science is useful.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	



	'Happily Ever After'	'Unity in the Community'	'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'	'Light Up the World'	'Come Fly With Me!'	
Y1	<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>	<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>					<p>Sc6 Explore and observe in order to collect data and describe and compare findings</p> <p>Sc7 With help, suggest some ideas and questions and predict what might happen</p> <p>Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions</p> <p>Sc9 Observe closely using simple equipment</p> <p>Sc10 Recognise ways in which evidence can be collected</p> <p>Sc11 Use simple scientific language</p>	<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>
Y2	'Inter-Nation Media Station'	'Land Ahoy!'	'Dancing Spy'	'Paddington's Passport'	'Record Breaker'	'Going Wild! All About Animals'	'Zero to Hero'	
		<p>Sc6 Explore and observe in order to collect data and describe and compare findings</p> <p>Sc7 With help, suggest some ideas and questions and predict what might happen</p> <p>Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions</p> <p>Sc9 Observe closely using simple equipment</p> <p>Sc10 Recognise ways in which evidence can be collected</p> <p>Sc11 Use simple scientific language</p> <p>Sc12 Perform simple tests</p> <p>Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared</p>				<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>	<p>Sc6 Explore and observe in order to collect data and describe and compare findings</p> <p>Sc7 With help, suggest some ideas and questions and predict what might happen</p> <p>Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions</p> <p>Sc9 Observe closely using simple equipment</p> <p>Sc11 Use simple scientific language</p> <p>Sc12 Perform simple tests</p> <p>Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and</p>	



	“That’s All, Folks!”	‘Athens v Sparta’	‘Lindow Man’	‘Rocky the Finosaur’	Out and About	Under the Canopy’	‘Come Fly With Me!’
Y3		<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p>Sc24 Use results to draw simple conclusions</p>		<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing &amp; make predictions</p> <p>Sc27 Make close observations, comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise &amp; explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>		<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p>Sc24 Use results to draw simple conclusions</p>	<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p>



	'Lightning Speed'	'Law and Order'	'Viking Warrior'	'May the Force Be With You'	'Saxon King'	Picture Our Planet	'Cry Freedom'	
Y4	<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing and make predictions</p> <p>Sc27 Make close observations and comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise and explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>			<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p>Sc24 Use results to draw simple conclusions</p>			<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing and make predictions</p> <p>Sc27 Make close observations and comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise and explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>	<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing and make predictions</p> <p>Sc27 Make close observations and comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise and explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>



	'Mission Control'	'You're Not Invited'	'Fighting Footballer'	'Go With The Flow'	'Pharaoh Queen'	'Global Warning'	'Come Fly With Me!'	
Y5	<p>Sc39 Make predictions based on scientific knowledge</p> <p>Sc42 Identify trends and patterns and offer explanations for these</p> <p>Sc46 Select information from provided sources</p> <p>Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</p>			<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc52 Carry out a range of scientific investigations</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p>Sc60 Present reports of findings in written form, displays and presentations</p> <p>Sc61 Use test results to make predictions and set up further comparative and fair tests.</p>			<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc52 Carry out a range of scientific investigations</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p>Sc60 Present reports of findings in written form, displays and presentations</p> <p>Sc61 Use test results to make predictions and set up further comparative and fair tests</p>	<p>Sc38 Plan different types of scientific investigations</p> <p>Sc39 Make predictions based on scientific knowledge</p> <p>Sc40 Carry out a range of scientific investigations</p> <p>Sc46 Select information from provided sources</p> <p>Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</p> <p>Sc48 Produce written explanations of results, causal explanations and conclusions</p> <p>Sc49 Use results to make predictions for further tests</p>



	'A World of Bright Ideas'	'Wars of the World'	'True Crime'	'In Your Element'	'Time Team'	'Full of Beans'	'I Have a Dream...'	
Y6	<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc52 Carry out a range of scientific investigations</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p>Sc60 Present reports of findings in written form, displays and presentations</p> <p>Sc61 Use test results to make predictions and set up further comparative and fair tests</p>	<p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc59 Report findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p>Sc61 Use test results to make predictions and set up further comparative and fair tests</p>					<p>Sc38 Plan different types of scientific investigations</p> <p>Sc39 Make predictions based on scientific knowledge</p> <p>Sc40 Carry out a range of scientific investigations</p> <p>Sc41 Begin to recognise and control variables where appropriate during investigations</p> <p>Sc43 Carry out a fair test explaining why it is fair</p> <p>Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</p>	<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc60 Present reports of findings in written form, displays and presentations</p>