



# Gosford Park Primary School




## Science Curriculum Overview

### Key Stage One

|  | Year 1<br><b>Aut 1</b><br>Materials<br>Seasons | Year 1<br><b>Aut 2</b><br>Plants<br>Seasons | Year 1<br><b>Spr 1</b><br>Humans | Year 1<br><b>Spr 2</b><br>Animals<br>Seasons | Year 1<br><b>Sum 1</b><br>Plants<br>Seasons | Year 1<br><b>Sum 2</b><br>Materials | Year 2<br><b>Aut 1</b><br>Materials | Year 2<br><b>Aut 2</b><br>Plants | Year 2<br><b>Spr 1</b><br>Unit: | Year 2<br><b>Spr 2</b><br>Unit: | Year 2<br><b>Sum 1</b><br>Unit: | Year 2<br><b>Sum 2</b><br>Unit: |
|--|--|---|----------------------------------|--|---|-------------------------------------|-------------------------------------|----------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <b>Planning</b>  |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 1. To learn to ask questions                                       |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 2. To recognise that questions can be answered in different ways   |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| <b>Using Equipment and Making Observations</b>                     |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 3. To learn to use simple equipment                                |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 4. To learn to observe closely                                     |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| <b>Method</b>  |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 5. To learn to carry out simple tests                              |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| <b>Classifying Evidence and Recording Evidence</b>                 |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 6. To learn to identify and classify (objects and living things) * |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 7. To learn to record and gather information **                    |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| <b>Presenting, Explaining and Concluding</b>                       |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 8. To learn to communicate their findings in a range of ways.      |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| 9. To learn to use observations / data to answer questions         |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| <b>Predicting and Evaluating</b>                                   |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| N/A  |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |
| N/A  |  |   |                                  |  |   |                                     |                                     |                                  |                                 |                                 |                                 |                                 |

\* Indicate in term box: labelled diagrams; table / tally chart; pictograms; bar charts

\*\* Indicate in term box: photos; 2-3 column tables; tally charts; lists; grid; labelled diagram; pictograms; bar charts (Y1: one picture/block = 1; Y2: one picture/block = 2, 5, 10

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## Science Curriculum Overview

### Lower Key Stage 2

|   | Year 3<br><u>Aut 1</u><br>Unit:<br>Plants | Year 3<br><u>Aut 2</u><br>Rocks | Year 3<br><u>Spr 1</u><br>Unit:<br>nutrition | Year 3<br><u>Spr 2</u><br>Unit:<br>skeleton | Year 3<br><u>Sum 1</u><br>Unit:<br>Light | Year 3<br><u>Sum 2</u><br>Unit:<br>Forces<br>Magnets | Year 4<br><u>Aut 1</u><br>Teeth<br>and<br>digestion | Year 4<br><u>Aut 2</u><br>Electricity | Year 4<br><u>Spr 1</u><br>Materials | Year 4<br><u>Spr 2</u><br>Food<br>chains | Year 4<br><u>Sum 1</u><br>Living<br>things | Year 4<br><u>Sum 2</u><br>Unit:<br>Sound |
|---|---|---------------------------------|--|---|--|--|---|---------------------------------------|-------------------------------------|--|--|--|
| <b>Planning</b>   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 1. To learn to ask relevant questions   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 2. To learn how to plan a scientific enquiry to answer questions  |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| <b>Using Equipment and Making Observations</b>  |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 3. To learn to take accurate measurements using a range of equipment  |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 4. To learn to make systematic and careful observations   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| <b>Method</b>   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 5. To learn to set up simple comparative and fair tests   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| <b>Classifying Evidence and Recording Evidence</b>  |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 6. To learn to classify data / information to answer a question   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 7. To learn to gather and record data / information to answer a question in a (insert enquiry type)         |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| <b>Presenting, Explaining and Concluding</b>  |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 8. To learn to report findings from an enquiry  |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 9. To learn to use results to draw simple conclusions   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 10. To learn to identify differences, similarities or changes between simple scientific ideas and processes |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| <b>Predicting and Evaluating</b>  |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 11. To learn to make predictions for new values and ask further questions, using data                       |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |
| 12. To learn to suggest improvements to an experiment   |   |                                 |  |   |  |  |   |                                       |                                     |  |  |  |

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## Science Curriculum Overview

### Upper Key Stage Two

|  | Year 5<br><b>Aut 1</b><br>Unit:<br>Animals<br>incl.<br>humans | Year 5<br><b>Aut 2</b><br>Unit:<br>Earth and<br>space | Year 5<br><b>Spr 1</b><br>Unit:<br>Forces | Year 5<br><b>Spr 2</b><br>Unit: | Year 5<br><b>Sum 1</b><br>Unit: | Year 5<br><b>Sum 2</b><br>Unit: | Year 6<br><b>Aut 1</b><br>Unit:<br>Circulatory<br>System | Year 6<br><b>Aut 2</b><br>Unit:<br>Light | Year 6<br><b>Spr 1</b><br>Unit:<br>Living<br>things | Year 6<br><b>Spr 2</b><br>Unit:<br>Living<br>things | Year 6<br><b>Sum 1</b><br>Unit:<br>Electricity | Year 6<br><b>Sum 2</b><br>Unit:<br>Evolution<br>and<br>Inheritance |
|--|---|---|---|---------------------------------|---------------------------------|---------------------------------|--|--|---|---|--|--|
| <b>Planning</b>  |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 1. To learn to ask relevant questions  |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 2. To learn how to plan a scientific enquiry to answer a question                |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| <b>Using Equipment and Making Observations</b>                                   |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 3. To learn to take accurate and precise measurements using a range of equipment |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 4. To learn to make accurate and precise observations using a range of equipment |   |   |   |                                 |                                 |                                 |  | Scientific diagram                       |   |   |  |  |
| <b>Method</b>  |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 5. To set up further comparative / fair tests using test results                 |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| <b>Classifying Evidence and Recording Evidence</b>                               |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 6. To learn how to gather and record complex data / information and results *    |   |   |   |                                 |                                 |                                 | Line graph   |  | Complex key   |   |  |  |
| <b>Presenting, Explaining and Concluding</b>                                     |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 7. To learn to report findings from an enquiry                                   |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 8. To learn to use results to draw conclusions                                   |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 9. To learn to apply scientific evidence   |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| <b>Predicting and Evaluating</b>   |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 10. To learn to use test results to make predictions                             |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |
| 11. To learn to evaluate results   |   |   |   |                                 |                                 |                                 |  |  |   |   |  |  |

\* Indicate in term box: complex keys; scientific diagrams; line graph; scatter graph

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