

## Science Curriculum Overview 2018-19

At St. Mark's, children are taught following the areas of study set out in the National Curriculum (2014).

<b>Year 3</b>	Working scientifically (pupils are taught to use practical scientific methods, processes and skills through all of the topics)	Forces and Magnets	Light	Rocks	Plants	Animals (including humans)
<b>Year 4</b>	Working scientifically (pupils are taught to use practical scientific methods, processes and skills through all of the topics)	Animals (including humans)	Sound	States of Matter	All Living Things	Electricity
<b>Year 5</b>	Working scientifically (pupils are taught to use practical scientific methods, processes and skills through all of the topics)	Forces	Properties and changes of materials	All Living Things	Earth and Space	Animals (including humans)
<b>Year 6</b>	Working scientifically (pupils are taught to use practical scientific methods, processes and skills through all of the topics)	All Living Things	Electricity	Evolution and Inheritance	Light	Animals (including humans)

The order in which the units are taught may change.

**Key knowledge is taught throughout these units. The main focus, however, is on teaching Scientific skills which can be applied across all areas of science**

**In Years 3 and 4, these are as follows:**

<b>Scientific Enquiry</b>	<b>Observing and Measuring</b>	<b>Recording Results</b>	<b>Reporting Results</b>	<b>Making Conclusions</b>
Ask relevant questions and use different types of scientific enquiry to answer them;  Set up simple practical enquiries, comparative and fair tests	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and 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 and tables	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;  Identify differences, similarities or changes related to simple scientific ideas and processes;  Use straightforward scientific evidence to answer questions or to support findings

**And in Years 5 and 6:**

<b>Scientific Enquiry</b>	<b>Observing and Measuring</b>	<b>Recording Results</b>	<b>Reporting Results</b>	<b>Making Conclusions</b>
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Take measurements, using a range of scientific equipment, with increasing accuracy and precision	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs	Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations;  Use test results to make predictions to set up further comparative and fair tests	Use simple models to describe scientific ideas;  Identify scientific evidence that has been used to support or refute ideas or arguments