

Subject: **Science**

Year: **KS1**

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none">• To have a love for Science• Explore the world around them and be curious to find out more• Using own experiences to understand scientific concepts	<p>Over the course of the year each <u>working scientifically skill</u> should be <u>covered</u> and <u>assessed</u> at least twice. The skills should be covered through each Science unit.</p> <ul style="list-style-type: none">• asking simple questions and recognising that they can be answered in different ways• observing closely, using simple equipment• performing simple tests• identifying and classifying• using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions.	<ul style="list-style-type: none">• Promote enquiry through problems, real examples, photographs, discussion, data, visits...• Class and group discussions• Select and plan the most appropriate type of scientific enquiry and decide what to record• Children to set up scientific enquiries. Repeat test if necessary• Vocabulary list on display in classroom throughout the each unit. The correct spelling of these words will be expected in children's work• Make comparisons, use and develop keys, identify patterns and other information records to classify• Make prediction using knowledge and skills and justify reasons• Children to decide which secondary sources are most useful to research ideas. Separate opinion from fact• Use of local outdoor environment (e.g playground, court yard)• Visits (e.g. Winchester Science Centre ,Esher High)• Look at the work of Scientists & their hypothesis• Use of maths for recording data• Data generated in science to support the maths curriculum (e.g. line graph, pie chart)	<ul style="list-style-type: none">• Assessment to be made in the penultimate lesson. In final lesson consolidate any misconceptions• Formative: observation and questioning• Summative: assessment of written/ created work

		<ul style="list-style-type: none">• Use of writing skills to records scientific work (use of connectives, complex sentences, capital letters, full stops, correct spelling ...)• Teaching of content• Science display in classroom – to be current with learning	
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Subject: **Science**

Phase: **LKS2**

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none">• To have a love for Science• To be a Scientist• To use science to develop a sense of excitement and curiosity about natural phenomena	<p>Over the course of the year each <u>working scientifically skill</u> should be <u>covered</u> and <u>assessed</u> at least twice. The skills should be covered through each Science unit.</p> <ul style="list-style-type: none">• asking relevant questions and using different types of scientific enquiries to answer them• setting up simple practical enquiries, comparative and fair tests• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• using results to draw simple conclusions, make predictions for new values, suggest improvements and• raise further questions• identifying differences, similarities or changes related to simple scientific ideas and processes• using straightforward scientific evidence to	<ul style="list-style-type: none">• Promote enquiry through problems, real examples, photographs, discussion, data, visits...• Class and group discussions• Select and plan the most appropriate type of scientific enquiry and decide what to record• Children to set up scientific enquiries. Repeat test if necessary• Vocabulary list on display in classroom throughout the each unit. The correct spelling of these words will be expected in children's work• Make comparisons, use and develop keys, identify patterns and other information records to classify• Make prediction using knowledge and skills and justify reasons• Children to decide which secondary sources are most useful to research ideas. Separate opinion from fact• Use of local outdoor environment (e.g. playground, court yard)• Visits (e.g. Winchester Science Centre ,Esher High)• Look at the work of Scientists & their hypothesis• Use of maths for recording data• Data generated in science to support the maths curriculum (e.g. line graph, pie chart)	<ul style="list-style-type: none">• Assessment to be made in the penultimate lesson. In final lesson consolidate any misconceptions• Formative: observation and questioning• Summative: assessment of written/ created work

	answer questions or to support their findings.	<ul style="list-style-type: none">• Use of writing skills to records scientific work (use of connectives, complex sentences, capital letters, full stops, correct spelling ...)• Teaching of content• Science display in classroom – to be current with learning	
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Subject: **Science**

Phase: **UKS2**

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none">• To have a love for Science• To be a Scientist• To use science to develop a sense of excitement and curiosity about natural phenomena	<p>Over the course of the year each <u>working scientifically skill</u> should be <u>covered</u> and <u>assessed</u> at least twice. They should be covered through each Science unit.</p> <ul style="list-style-type: none">• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• taking measurements, using a range of scientific equipment, with increasing accuracy and precision• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs• using test results to make predictions to set up further comparative and fair tests• using simple models to describe scientific ideas• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations• identifying scientific evidence that has been used to support	<ul style="list-style-type: none">• Promote enquiry through problems, real examples, photographs, discussion, data, visits...• Class and group discussions• Select and plan the most appropriate type of scientific enquiry and decide what to record• Children to set up scientific enquiries. Repeat test if necessary• Vocabulary list on display in classroom throughout the each unit. The correct spelling of these words will be expected in children's work• Make comparisons, use and develop keys, identify patterns and other information records to classify• Make prediction using knowledge and skills and justify reasons• Children to decide which secondary sources are most useful to research ideas. Separate opinion from fact• Use of local outdoor environment (e.g playground, court yard)• Visits (e.g. Winchester Science Centre ,Esher High)• Look at the work of Scientists & their hypothesis• Use of maths for recording data• Data generated in science to support the maths curriculum (e.g. line graph, pie chart)	<ul style="list-style-type: none">• Assessment to be made in the penultimate lesson. In final lesson consolidate any misconceptions• Formative: observation and questioning• Summative: assessment of written/ created work

		<ul style="list-style-type: none">• Use of writing skills to records scientific work (use of connectives, complex sentences, capital letters, full stops, correct spelling ...)• Teaching of content• Science display in classroom – to be current with learning	
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