



St Anne's CE Primary – SCIENCE Curriculum Map



In partnership with:

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

Statements are from the 2020 Development Matters and are prerequisite skills for Science within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to Three Year Olds (taken from birth to Three statements), Three and Four-Year-Olds and Reception to match the programme of study for Science.

The most relevant statements for art are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Understanding the World

Nursery

Conker 0-3yr old	Communication and Language	• Identify familiar objects and properties for practitioners when they are described. For example: 'shiny apple'.
	Physical Development	• Explore different materials and tools
	Understanding the World	• Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips • Make connections between the features of their family and other families. • Notice differences between people.
Acorn 3-4yr old	Communication and Language	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	Physical Development	• Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal.



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In partnership with:

- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Reception

Reception	Communication and Language	• Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. Use new vocabulary in different contexts.
	Physical Development	• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine • being a safe pedestrian
	Understanding the World	• Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
ELG	Communication and Language: Listening, Attention and Understanding	• Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, Social and Emotional Development: Managing Self	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World: The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants.



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In partnership with:

		• 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Year 1

Autumn 1 The Human Body	Autumn 2 Animals and their Needs	Spring1 Seasons and Weather	Spring 2 Taking Care of the Earth	Summer 1 Plants	Summer 2 Materials and Magnets
Naming parts of the body, the five senses and associated body parts, understanding sensory impairment.	Living things, naming animals, grouping animals, describing animals, how plants and animals obtain food, offspring, caring for animal babies, caring for pets.	The four seasons, tools to record the weather, daily weather and weather forecasts, weather symbols, weather around the world, floods and hurricanes.	The Earth's natural resources, conservation of natural resources, logging, recycling, how pollution is caused and can be prevented.	What plants need to grow, the parts and functions of plants, food production, flowers and seeds, deciduous and evergreen.	Classification of materials, magnets, magnetic attraction.
• observing closely, using simple equipment • performing simple tests • identifying and classifying • ask people questions and use simple secondary sources to find answers	• identifying and classifying • using their observations and ideas to suggest answers to questions • use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships • record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	• asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions • observing closely, using simple equipment • gathering and recording data to help in answering questions • use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out • record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	• identifying and classifying • ask people questions and use simple secondary sources to find answers • record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships • use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out	• asking simple questions and recognising that they can be answered in different ways • identifying and classifying • gathering and recording data to help in answering questions • use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships • record and communicate their findings in a range of ways and begin to use simple scientific language (with help)



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				record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	
Relevant/contextual rationale (how do these topics address our pupils' needs?) High Quality Texts to support reading across the curriculum:					

Year 2

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
The Human Body	Living Things in their Environments	Electricity	Plants	Materials and Matter	Astronomy
The skeletal and muscular systems, exercise, digestive system and healthy eating, circulatory system, preventing illness, germs and disease, animals and their offspring.	Habitats: rainforest, desert, meadow and underground habitats. Food chains, oceans and undersea habitats, deep ocean habitats and habitat destruction and damage	Circuits, conductive and non-conductive materials, safety rules.	Seeds and bulbs, plants and water, light, temperature, healthy plants.	Comparing materials, changing materials, concepts of atoms, matter, solids, liquids, gases, measurements.	Our solar system, orbit and rotation, sun, moon, planets, stars, constellations.
- asking simple questions and recognising that they can be answered in different ways - ask people questions and use simple secondary sources to find answers - record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	asking simple questions and recognising that they can be answered in different ways	- identifying and classifying - ask people questions and use simple secondary sources to find answers - record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	- asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions - use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out - record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	- observing closely, using simple equipment - performing simple tests - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions - use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out - record and communicate their findings in a range of ways and begin to use simple scientific language (with help)	- 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 - use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships - use simple measurements and equipment (for example, hand lenses, egg timers) to gather



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In partnership with:

					data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out record and communicate their findings in a range of ways and begin to use simple scientific language (with help)
Relevant/contextual rationale (how do these topics address our pupils' needs?) High Quality Texts to support reading across the curriculum:					

Year 3

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Plants	Cycles in nature	The Human Body	Light	Rocks	Forces and Magnets
Functions of plants: roots, stem/trunk, leaves and flowers, Life and growth, variety of plants, water transportation, seed formation and dispersal.	Seasonal cycles and plants, animal migration. Life cycles of a plant and a frog.	The digestive system, teeth and senses, a healthy diet, nutrition, vitamins and minerals, skeletons and muscles for support, protection and movement.	How light travels, shadows, transparent and opaque objects, reflection, mirrors: plane, concave, convex, how shadows change throughout the day.	Sorting rocks, how rocks are formed, hardness and permeability, fossils, soil.	Forces, friction, magnets, magnetic poles, magnetic fields, law of magnetic attraction, compasses.
- 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	- 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 - identifying differences, similarities or changes related to simple scientific ideas and processes - how to use new equipment, including thermometers and data loggers - look for changes, patterns, similarities and differences in their data in order to draw	- 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	- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - identifying differences, similarities or changes related to simple scientific ideas and processes	- asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - 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	- 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



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In partnership with:

• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • 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 • talk about criteria for grouping, sorting and classifying; and use simple keys • collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data	• simple conclusions and answer questions • use relevant scientific language to discuss their ideas and communicate their findings	• identifying differences, similarities or changes related to simple scientific ideas and processes • talk about criteria for grouping, sorting and classifying; and use simple keys • make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used		• 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 answer questions or to support their findings. • recognise when a simple fair test is necessary and help to decide how to set it up • talk about criteria for grouping, sorting and classifying; and use simple keys • collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data • make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used • collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data • look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer 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 answer questions or to support their findings. • recognise when a simple fair test is necessary and help to decide how to set it up • make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used • how to use new equipment, including thermometers and data loggers • collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data • making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done
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In partnership with:

					use relevant scientific language to discuss their ideas and communicate their findings
Relevant/contextual rationale (how do these topics address our pupils' needs?) High Quality Texts to support reading across the curriculum:					

Year 4

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
The Human Body	Classification of Plants and Animals	Ecology	Sound	States of Matter and the Water Cycle	Electricity
The muscular system, the skeletal system, the nervous system, the digestive system, teeth.	Cold-blooded or warmblooded, vertebrates or invertebrates, characteristics of animal classes, classification of plants.	Habitats, interdependence of organisms and their environment, producers, consumers and decomposers, food webs, producers, predators and prey, human threats to the environment.	How sound is created, how sound travels, sound waves, speed of sound, pitch, intensity, the human voice, hearing, the human ear.	Change of state, evaporation, condensation, precipitation, humidity, groundwater.	Electric current, circuits, switches, conductors and insulators.
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - identifying differences, similarities or changes related to simple scientific ideas and processes - talk about criteria for grouping, sorting and classifying; and use simple keys	- 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 - using results to draw simple conclusions, make predictions for new values, suggest	- asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - 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 - collect data from their own observations and	- asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - 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 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related	- setting up simple practical enquiries, comparative and fair tests - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - identifying differences, similarities or changes related to simple scientific ideas and processes - recognise when a simple fair test is necessary and help to decide how to set it up - make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used - how to use new equipment, including thermometers and data loggers	- setting up simple practical enquiries, comparative and fair tests - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - 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 - recognise when a simple fair test is necessary and help to decide how to set it up - how to use new equipment, including thermometers and data loggers



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In partnership with:

	- improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions - use relevant scientific language to discuss their ideas and communicate their findings	- measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data - make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used - look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions - making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done	- to simple scientific ideas and processes - recognise when a simple fair test is necessary and help to decide how to set it up - make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used - look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions - making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done - use relevant scientific language to discuss their ideas and communicate their findings	- look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions - use relevant scientific language to discuss their ideas and communicate their findings	- look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions - use relevant scientific language to discuss their ideas and communicate their findings
Relevant/contextual rationale (how do these topics address our pupils' needs?)					
High Quality Texts to support reading across the curriculum:					



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In partnership with:

Year 5

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
The Human Body	Materials	Living Things	Forces	Astronomy	Meteorology
Human growth stages, adolescence and puberty, The human reproductive system, The endocrine system.	Properties- solubility, conductivity, flexibility, fair testing, solubility, separation of mixtures, reversible changes, dissolving, mixing, change of state.	Life cycles of a mammal, an amphibian, an insect and a bird, life process of reproduction in some plants and animals, Photosynthesis, vascular and non-vascular plants.	Gravity, friction, air resistance, water resistance, pulleys, gears and levers.	The Big Bang theory, gravity, the Universe, our Solar System, the moon and our galactic neighbourhood.	Weather and climate, the atmosphere, the Ozone layer, air movement and wind direction, cold and warm fronts, thunder and lightning.
- 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, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments	- 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, taking repeat readings when appropriate - using test results to make predictions to set up further comparative and fair tests - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments - plan the most appropriate type of scientific enquiry to use to answer scientific questions - recognise when and how to set up comparative and fair	- 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 - identifying scientific evidence that has been used to support or refute ideas or arguments - plan the most appropriate type of scientific enquiry to use to answer scientific questions - use and develop keys and other information records to identify, classify and describe living things and materials	- 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, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - 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	- identifying scientific evidence that has been used to support or refute ideas or arguments - make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them - look for different causal relationships in their data and identify evidence that refutes or supports their ideas - talk about how scientific ideas have developed over time	- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - choose the most appropriate equipment to make measurements and explain how to use it accurately



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In partnership with:

- plan the most appropriate type of scientific enquiry to use to answer scientific questions - recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why - make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them - look for different causal relationships in their data and identify evidence that refutes or supports their ideas - use their results to identify when further tests and observations might be needed - talk about how scientific ideas have developed over time	- tests and explain which variables need to be controlled and why - use and develop keys and other information records to identify, classify and describe living things and materials - make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them - choose the most appropriate equipment to make measurements and explain how to use it accurately - decide how to record data from a choice of familiar approaches - look for different causal relationships in their data and identify evidence that refutes or supports their ideas - use their results to identify when further tests and observations might be needed		- identifying scientific evidence that has been used to support or refute ideas or arguments - plan the most appropriate type of scientific enquiry to use to answer scientific questions - recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why - make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them - decide how to record data from a choice of familiar approaches - look for different causal relationships in their data and identify evidence that refutes or supports their ideas - use their results to identify when further tests and observations might be needed		
Relevant/contextual rationale (how do these topics address our pupils' needs?)					
High Quality Texts to support reading across the curriculum:					



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In partnership with:

Year 6

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
The Human Body	Classification of Living Things	Electricity	Light	Reproduction	Evolution
The circulatory system, the heart, the blood vessels, the blood, blood pressure and heart rate, changes to humans as we get older	Classifying organisms, plant and animal cells, fungi, protists, monera, taxonomy, Latin names, vertebrates.	Brightness, buzzers, voltage, switches, simple circuits and symbols	How light travels, Our eyes, light sources, shadows, periscopes	Asexual reproduction, sexual reproduction in non-flowering and flowering plants, pollination, fertilisation, reproduction in animals, growth stages.	Fossils, adaptation, characteristics passing through generations, Mary Anning, Alfred Wallace, Charles Darwin, Darwin's sketches of finches.
- plan the most appropriate type of scientific enquiry to use to answer scientific questions - make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them - choose the most appropriate equipment to make measurements and explain how to use it accurately - use their results to identify when further tests and observations might be needed	use and develop keys and other information records to identify, classify and describe living things and materials	- 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, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments	- 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, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments - use and develop keys and other information records to identify, classify and describe living things and materials	use and develop keys and other information records to identify, classify and describe living things and materials	use and develop keys and other information records to identify, classify and describe living things and materials



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In partnership with:

		• recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why • make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them • decide how to record data from a choice of familiar approaches • look for different causal relationships in their data and identify evidence that refutes or supports their ideas • use their results to identify when further tests and observations might be needed	• talk about how scientific ideas have developed over time		
Relevant/contextual rationale (how do these topics address our pupils' needs?)					
High Quality Texts to support reading across the curriculum:					