

Science – Curriculum Intent

Our science curriculum aims to stimulate and excite children's natural curiosity and give them meaningful opportunities to explore, observe and investigate the natural and familiar world around them. We recognise that in our community some children have limited access and experience of the natural and local environment and we aim to offer these opportunities in variety of contexts. Science is interwoven into our topic based learning and these are chosen carefully to allow us to address local issues around personal care such as obesity and dental hygiene as well as more global issues such as recycling and looking after our planet. Cooking and our involvement with Food For Life has been an important part of our school life for a long time. This has been enhanced by our newly set up kitchen, where we now cater school dinners ourselves. This allows for more opportunity for the children to have conversations and be involved in decisions around healthy eating at our school. We also have purposeful cooking experiences across the school and use produce we have grown in our school for the school kitchen, to help children develop a clear understanding of where some foods come from. Another important part of our whole school curriculum is our focus on oracy skills. In science we support the development of oracy and communication skills to allow children to confidently talk about their familiar world and support their enquiry based learning. Pupils are introduced to new/appropriate vocabulary to enable children to talk about their observations and to ask questions.

Year Group	Plants	Living things and their habitats (Animals including humans)	Everyday materials	Seasonal changes	Working scientifically	
EYFS	<p>KUW ELG – Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>					<p>KUW 40 – 60 – Looks closely at similarities, differences, patterns and change.</p> <p>KUW 30-50 - Talks about why things happen and how things work.</p> <p>KUW 30-50 - Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>KUW 30-50 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Key vocab: Question Answer Describe</p>
Year 1	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Identify and name a variety of common animals including, fish, amphibians, mammals, reptiles and birds.</p> <p>Identify and name some common animals that are carnivores, herbivores and omnivores.</p> <p>Identify name, draw and label the basic parts of the human body and say which body part is associated with each sense.</p>	<p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p>	<p>Observe changes across the four seasons.</p> <p>Describe the weather in Autumn, Winter, Spring and Summer.</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Identifying and classifying.</p> <p>Collect simple data and talk about the results.</p>	

	<p>Key Vocab: Growing Stem Leaf Roots Shoot</p>	<p>Key Vocab: Carnivore, herbivore, omnivore. Alive Living Not living Sense Basic body parts. Healthy</p>	<p>Key vocab: Materials – wood, plastic, metal, fabric, paper Properties – hard, soft, bendy, absorbent.</p>	<p>Key Vocab Seasons Months Spring Autumn Winter Summer</p>	<p>Key Vocab: Observe Sort Record Identify Group Compare</p>
<p>Year 2</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Key Vocab: Habitat Reproduce</p>	<p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants, and know that they depend on each other.</p> <p>Key Vocab: Shelter Healthy/ Unhealthy Food chain Life cycle</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Key vocab: Materials – wood, plastic, metal, fabric, paper, rock, cardboard, brick Properties – hard, soft, bendy, absorbent, waterproof, twisting, stretching.</p>		<p>Ask simple questions and recognise that they can be answered in different ways, including use of scientific language from the national curriculum.</p> <p>Identify, group and classify.</p> <p>Perform simple comparative tests.</p> <p>Uses his/hers observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>Key Vocab: Observe Sort Record Identify Classify Compare Diagram Equipment</p>