

Stoke Park Junior School Science 2020-2021

With Post Covid actions in red and purple

| Year Group | Curriculum Coverage <i>Scientific Skills - Foci</i> | | | | |
|----------------------------------|---|---|--|--|--|
| Year 3 Longitudinal study | <p>Light</p> <p><i>Planning – Know when to keep some things the same</i></p> <p><i>Testing – Use simple equipment given to me</i></p> <p><i>Evaluating – Construct simple tables and charts for presenting findings, Explain my findings both orally and written, Predict what will happen in further enquiries</i></p> | <p>Animals: Skeletons and movement</p> <p><i>Planning – Have my own ideas about how to do an experiment</i></p> <p><i>Testing – Make careful observations and record data collected</i></p> <p><i>Evaluating – Find out information with help</i></p> <p>Cover Yr2 objective (from SPIS) – describe the importance of exercise and eating right food and hygiene – as missed due to Covid.</p> | <p>Magnets and their effects</p> <p><i>Planning – Have my own ideas about what results to collect</i></p> <p><i>Testing – Know what to look for and measure during the investigation</i></p> <p><i>Evaluating – Suggest how to make my work better and explain why it would be better next time, Say if what happened was what I thought would happen,</i></p> | | |

| | | | | | |
|---|---|---|--|--|--|
| <p>Year 4</p> <p>Longitudinal study</p> | <p>Solids, Liquids and Gases</p> <p><i>Planning – Know how to complete a table to collect results, Have my own ideas about what apparatus to use to answer my own questions</i></p> <p><i>Testing – Decide what to measure and use a range of equipment</i></p> <p><i>Evaluating - Present findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</i></p> <p><i>Planning – Know when to keep some things the same</i></p> <p><i>Testing – Use simple equipment given to me</i></p> <p><i>Evaluating – Construct simple tables and charts for presenting findings,</i></p> | <p>Animals: Digestion</p> <p><i>Evaluating – Find science information from books and computers, Consider how to improve an investigation further</i></p> <p>Feeding relationships and the Environment (taught through longitudinal studies in all years and at Stubbington)</p> | <p>How plants reproduce and make their food</p> <p><i>Planning – Ask relevant questions and use different types of scientific enquiries, Carry out a fair test with some help; see when it is not fair and explain why it is not fair</i></p> <p><i>Testing – Say why we need to collect data to answer a question</i></p> <p><i>Evaluating – Explain any patterns in my findings and say why something has happened using science words, Predict what will happen in further enquiries and try to say why it will happen</i></p> | <p>Making electrical circuits work</p> <p><i>Testing – Choose and use equipment from a selection given to me, Make careful observations and collect data accurately for an investigation</i></p> <p><i>Evaluating – Suggest how to make my work better and explain why it would be better next time</i></p> | |
|---|---|---|--|--|--|

| | | | | | |
|--|--|--|--|---|--|
| | <p><i>Explain my findings both orally and written, Predict what will happen in further enquiries</i></p> | | | | |
| <p>Year 5 Longitudinal study</p> | <p>Space and Gravity <i>Evaluating - Know the best place to look to find some information</i></p> <p><i>Planning – Ask relevant questions and use different types of scientific enquiries, Carry out a fair test with some help; see when it is not fair and explain why it is not fair</i> <i>Testing – Say why we need to collect data to answer a question</i> <i>Evaluating – Explain any patterns in my findings and say why something has happened using science words,</i></p> | <p>Forces that oppose motion <i>Planning – Plan scientific enquiries to answer questions</i> <i>Testing – Choose and use equipment appropriately, Measure using an appropriate unit of measure and the most appropriate equipment</i> <i>Evaluating – Say how to improve my work and give scientific reasons why it would be better</i></p> | <p>Mixtures and separating them Making new substances <i>Planning – Know what measurements I need to collect and make my own table ready to collect my results, Plan my own experiments knowing when I need a fair test by only changing one thing</i> <i>Testing – Make a series of observations and measurements</i> <i>Evaluating – Use test results to set up further investigations</i></p> | <p>How sound is made, travels and can be changed <i>Evaluating - Present data and results using scientific diagrams and labels, bar charts, tables and line graphs, Use scientific ideas to explain patterns in my graphs and diagrams, Predict what will happen in further enquiries and try to explain why using science ideas</i></p> | <p>Animals: Life cycles <i>Evaluating - Present data and results using scientific diagrams and labels, Use scientific ideas to explain patterns in my graphs and diagrams</i></p> <p>Cover Plant pollination before start animal lifecycles as missed in yr 4 due to COVID</p> |

| | | | | | |
|--------|--|--|---|--|---|
| | <i>Predict what will happen in further enquiries and try to say why it will happen</i> | | | | |
| Year 6 | <p>Circulation <i>Testing – Observe, compare and measure precisely</i> <i>Evaluating – Present data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs and know the most appropriate method to use, Predict what will happen in further enquiries and explain my prediction really well using science ideas, Use test results to set up further comparative and fair tests to improve enquiries</i></p> | <p>How light behaves and how we see <i>Planning – Choose for myself what apparatus to use and what results to take to answer my enquiry, Ensure I have a range of results collected so I can plot a graph</i> <i>Testing – Know that I need to explain any differences or unusual results</i> <i>Evaluating – Use scientific language to explain my results and to write a conclusion</i></p> <p><i>Evaluating - Present data and results using scientific diagrams and labels, bar charts, tables and line graphs</i></p> | <p>Controlling electrical circuits <i>Planning – Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, Do the experiment more than once to make it more accurate</i> <i>Testing – Choose apparatus for a range of tasks and use it well, Repeat experiments to check results</i> <i>Evaluating – Give some explanations for differences I have found in my results</i></p> | <p>Evolution and natural selection <i>Evaluating – Select relevant information from different sources</i></p> <p>Cover Forces (friction) and Sound as missed in yr 5 due to COVID</p> | <p>Animals: Reproduction (Taught through PSHE Sex Education)</p> |

| | | | | | |
|--|---|--|--|--|--|
| | <p><i>Planning – Plan scientific enquiries to answer questions</i></p> <p><i>Testing – Choose and use equipment appropriately,</i></p> <p><i>Measure using an appropriate unit of measure and the most appropriate equipment</i></p> <p><i>Evaluating – Say how to improve my work and give scientific reasons why it would be better</i></p> | <p><i>Use scientific ideas to explain patterns in my graphs and diagrams,</i></p> <p><i>Predict what will happen in further enquiries and try to explain why using science ideas</i></p> <p>Future note – 2022-23 cohort of yr 6 will need to look at light sources and shadows first before start yr 6 light topic</p> | | | |
|--|---|--|--|--|--|

Red skills are those to 'catch up' as these are the ones missed during COVID lockdown.