# Coverage of Skills of Working Scientifically

# Chadsmead Coverage of Science Working Scientifically

## Key Stage 1

| | CYCLE 1 | CYCLE 2 |
|---|---|---|
| **ASKING AND ANSWERING QUESTIONS** | | |
| **YEAR 1** | | |
| Use everyday language/begin to use simple scientific words to ask or answer a scientific question. | Moon Zoom – Cycle 1 – Autumn 1 – Lesson 4 Superheroes – Cycle 1 – Autumn 2 – Lesson 11 | *Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 8* *Muck, Mess and Mixtures – Cycle 2 – Autumn 1 – WOW Start* |
| **YEAR 2** | | |
| Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips. | *Enchanted Woodland – Cycle 1 – Summer 1 – Lesson 1* Dinosaur Planet – Cycle 1 – Summer 2 – Lesson 2 | Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 2 |
| **INVESTIGATING** | | |
| **YEAR 1** | | |
| Follow instructions to complete a simple test individually or in a group. | *Moon Zoom – Cycle 1 – Autumn 1 – Lesson 12* Superheroes – Cycle 1 – Autumn 2 – Lesson 11 Paws, Claws and Whiskers – Cycle 1 – Spring 2 – Lesson 8 Dinosaur Planet – Cycle 1 – Summer 2 – Lesson 9 | Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 17 Land Ahoy – Cycle 2 – Autumn 2 – Lesson 4 Scented Garden – Cycle 2 – Summer 1 – Lesson 4 Towers, Tunnels and Turrets – Cycle 2 – Summer 2 – Lesson 5 |
| **YEAR 2** | | |
| Do things in the correct order when performing a simple test and begin to recognise when something is unfair. | *Enchanted Woodland – Cycle 1 – Summer 1 – Lesson 1* | Muck, Mess and Mixtures – Cycle 2 – Autumn 1 – Lesson 6 Scented Garden – Cycle 2 – Summer 1 – Lesson 2 |
| **OBSERVING** | | |
| **YEAR 1** | | |
| Observe objects, materials and living things and describe what they see. | *Enchanted Woodland – Cycle 1 – Summer 1 – Lesson 8* | Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 17 Muck, Mess and Mixtures – Cycle 2 – Autumn 1 – Lesson 7 Scented Garden – Cycle 2 – Summer 1 – Lesson 7, Lesson 8, Lesson 12 |
| **YEAR 2** | | |
| Observe something closely and describe changes over time. | *Bright Lights Big City – Spring 1 – Lesson 9* *Enchanted Woodland – Cycle 1 – Lesson 18* | Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 2 *Street Detectives – Cycle 2 – Spring 1 – Lesson 2* Scented Garden – Cycle 2 – Summer 1 – Lesson 3 |
| **EXPERIMENTING AND MEASURING** | | |

| YEAR 1 | | |
|---|---|---|
| Use simple, non-standard measurements in a practical task. | *Moon Zoom – Cycle 1 – Autumn 1 – Lesson 12*<br>*Dinosaur Planet – Cycle 1 – Summer 2 – Lesson 10* | Towers, Tunnels and Turrets – Cycle 2 – Summer 2 – Lesson 6 |
| **YEAR 2** | | |
| Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple tests. | *Enchanted Woodland – Cycle 1 – Summer 1 – Lesson 8*<br>*Dinosaur Planet – Cycle 1 – Summer 2 – Lesson 11, Lesson 12* | Scented Garden – Cycle 2 – Summer 1 – Lesson 3, Lesson 4<br>Towers, Tunnels and Turrets – Cycle 2 – Summer 2 – Lesson 7<br>Muck, Mess and Mixtures – Cycle 2 – Autumn 1 – WOW Start |
| **IDENTIFYING AND CLASSIFYING** | | |
| **YEAR 1** | | |
| Sort and group objects. Materials and living things, with help, according to simple observational features. | *Moon Zoom – Cycle 1 – Autumn 1 – Lesson 10*<br>*Paws, Claws and Whiskers – Cycle 1 – Spring 2 – Lesson 6*<br>*Enchanted Woodland – Cycle 1 – Summer 1 – Lesson 14* | Scented Garden – Cycle 2 – Summer 1 – Lesson 8<br>Towers, Tunnels and Turrets – Cycle 2 – Summer 2 – Lesson 4<br>Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 1 |
| **YEAR 2** | | |
| Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns. | | *Street Detectives – Cycle 2 – Spring 1 – Lesson 17*<br>*Scented Garden – Cycle 2 – Summer 1 – Lesson 12* |
| **RECORDING AND REPORTING ON FINDINGS** | | |
| **YEAR 1** | | |
| Talk about their findings and explain what they found out. | *Bright Lights Big City – Cycle 1 – Spring 1 – Lesson 9*<br>*Enchanted Woodland – Cycle 1 – Lesson 18*<br>*Dinosaur Planet – Cycle 1 – Summer 2 – Lesson 9* | Muck, Mess and Mixtures – Cycle 2 – Autumn 1 – Lesson 6<br>Land Ahoy – Cycle 2 – Autumn 2 – Lesson 4 |
| **YEAR 2** | | |
| Gather data, record and talk about their findings, in a range of ways, using simple vocabulary. | *Superheroes – Cycle 1 – Autumn 2 – Lesson 6*<br>*Paws, Claws and Whiskers – Cycle 1 – Spring 2 – Lesson 7, Lesson 8* | Muck, Mess and Mixtures – Cycle 2 – Autumn 1 – Lesson 7<br>*Street Detectives – Cycle 2 – Spring 1 – Lesson 17* |
| **ANALYSING DATA** | | |
| **YEAR 1** | | |
| Use every day or simple scientific language to ask and/or answer a question on given data. | *Enchanted Woodland – Cycle 1 – Summer 1 – Lesson 2* | Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 17 |
| **YEAR 2** | | |
| Identify simple patterns and/or relationships using simple comparative language. | | Scented Garden – Cycle 2 – Summer 1 – Lesson 2 |
| **DRAWING CONCLUSIONS** | | |
| **YEAR 1** | | |

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| Explain, with help, what they think they have found out. | Moon Zoom – Cycle 1 – Autumn 1 – Lesson 4 *Dinosaur Planet – Cycle 1 – Summer 2 – Lesson 10* | Muck, Mess and Mixtures – Cycle 2 – Autumn 1 – Lesson 7, WOW Start |
| **YEAR 2** | | |
| Use simple scientific language to explain what they have found out. | Moon Zoom – Cycle 1 – Autumn 1 – Lesson 13 | Wriggle and Crawl – Cycle 2 – Spring 2 – Lesson 2 |

# Lower Key Stage 2

| | CYCLE 1 | CYCLE 2 |
|---|---|---|
| **ASKING AND ANSWERING QUESTIONS** | | |
| **YEAR 3** | | |
| Use ideas to pose questions, independently, about the world around them. | Playlist Spr 1 L2/4/5/6<br><br>Mighty Metals Aut 1 L 1,2,3,4,6,8<br><br>Predator Spr 2 L 1,2,3,4,7,8,9,10,11 | Blue Abyss Sum 1 L1<br><br>Traders and Raiders Sum 2 L3/8<br><br>I am warrior Spr 2 L 10,11<br><br>Tribal Tales Aut 2 L4,5,6 |
| **YEAR 4** | | |
| Suggest relevant questions and know that they could be answered in a variety of ways, including using secondary sources such as ICT. Answer questions using straight forward scientific evidence. | Playlist Spr 1 L2/5/6<br>Predator Spr 2 L 1,2,3,4,7,8,9,10,11 | Blue Abyss Sum 1 L1<br><br>Traders and Raiders Sum 2 L3/8<br><br>Tribal Tales Aut 2 L4,5,6 |
| **INVESTIGATING** | | |
| **YEAR 3** | | |
| Discuss enquiry methods and describe a fair test. | Playlist Spr 1 L3/5<br><br>Gods & Mortals Sum 2 L3 L4 L5<br><br>Mighty Metals Aut 1 L 3,4,6,8<br><br>Predator Spr 2 L 3,4,11 | Traders and Raiders Sum 2 L3/8<br><br>I am warrior Spr 2 L 10,11 |
| **YEAR 4** | | |
| Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables. | Playlist Spr 1 L3/5<br><br>Gods & Mortals Sum 2 L3 L4 L5<br><br>Mighty Metals Aut 1 L 3,4,6,8<br><br>Predator Spr 2 L 3,4,11 | Traders and Raiders Sum 2 L3/8<br><br>I am warrior Spr 2 L 10,11 |
| **OBSERVING** | | |
| **YEAR 3** | | |

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|---|---|---|
| Make decisions about what to observe during an observation. | Playlist Spr 1 L3/4/5/6<br><br>Mighty Metals Aut 1<br>L 3,4,6,8<br><br>Predator Spr 2 L 3,4,11 | Blue Abyss Sum 1 L11<br><br>Traders and Raiders Sum 2 L3/8<br><br>I am warrior Spr 2 L 10,11<br><br>Tribal Tales Aut 2 L4,5,6 |

| YEAR 4 | | |
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| Make systematic and careful observations. | Playlist Spr 1 L3/4/5<br>Gods & Mortals Sum 2 L3<br>L4 L5<br>Mighty Metals Aut 1<br>L 3,4,6,8<br>Predator Spr 2 L 3,4,11 | Blue Abyss Sum 1 L11<br>Traders and Raiders Sum 2 L3/8<br>Tribal Tales Aut 2 L4,5,6<br>Bottoms, Burps & Bile – Aut 1 - L11 |

| EXPERIMENTING AND MEASURING | | |
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| YEAR 3 | | |
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| Take accurate measurements using standard units. | Playlist Spr1 L2 (dB)/5<br><br>Gods & Mortals Sum 2 L3<br>L4 L5<br><br>Mighty Metals Aut 1<br>L 4,6,8 | Blue Abyss Sum 1 L11<br><br>I am warrior Spr 2 L 10,11<br><br>Tribal Tales Aut 2 L4,5,6 |

| YEAR 4 | | |
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| Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers. | Playlist Spr 1 L2/5<br><br>Gods & Mortals Sum 2 L3<br>L4 L5 | |

| IDENTIFYING AND CLASSIFYING | | |
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| YEAR 3 | | |
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| Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships. | Playlist Spr 1 L4/5<br><br>RoadTrip USA! Sum 1 L10<br><br>Predator Spr 2 L 3,4,7,8,11 | Traders and Raiders Sum 1 L8<br><br>Tribal Tales Aut 2 L4,5,6 |

| YEAR 4 | | |
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| Identify similarities/differences when talking about scientific processes.  Use and begin to create simple keys. | Playlist Spr 1 L4<br><br>RoadTrip USA! Sum 1 L10<br><br>Predator Spr 2 L 3,4,7,8,11 | Traders and Raiders Sum 1 L8<br><br>Tribal Tales Aut 2 L4,5,6<br><br>Bottoms, Burps & Bile – Aut 1 - L11 |

| RECORDING AND REPORTING ON FINDINGS | | |
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| YEAR 3 | | |
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| Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts. | Playlist Spr 1 L3/4/5<br><br>RoadTrip USA! Sum 1 L12, 14 | Blue Abyss Sum 1 L20<br><br>Traders and Raiders Sum 1 L3/8 |

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| | Tremors Aut 2 L1<br><br>Gods & Mortals Sum 2 L3 L5<br><br>Mighty Metals Aut 1 L 3,4,6,8<br><br>Predator Spr 2 L 3,4,7,8,10,11 | I am warrior Spr 2 L 10,11<br><br>Tribal Tales Aut 2 L4,5,6 |

| YEAR 4 | | |
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| Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays, oral or written explanations). | RoadTrip USA! Sum 1 L12, 14<br><br>Tremors Aut 2 L1 Mighty Metals Aut 1 L 4,6,8<br><br>Predator Spr 2 L 3,4,7,8,10,11<br><br>Gods & Mortals – Sum 2 - L4 | Blue Abyss Sum 1 L20<br><br>Traders and Raiders Sum 2 L3/8<br><br>Tribal Tales Aut 2 L4,5,6<br><br>Bottoms, Burps & Bile – Aut 1 – L8 L11 |

| ANALYSING DATA | | |
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| YEAR 3 | | |
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| Gather, record and use data in a variety of ways to answer a simple question. | Playlist Spr 1 L2/3/4/5<br><br>RoadTrip USA! Sum 1 L12, 14<br><br>Tremors Aut 2 L11<br><br>Gods & Mortals Sum 2 L3 L4 L5<br><br>Mighty Metals Aut 1 L 4,6,8 | Blue Abyss Sum 1 L11 and 20<br><br>Traders and Raiders Sum 2 L3/8<br><br>I am warrior Spr 2 L 11 |

| YEAR 4 | | |
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| Identify, with help, changes, patterns, similarities and differences in data to help form conclusions. Use scientific evidence to support their findings. | Playlist Spr 1 L2/3/4/5<br><br>RoadTrip USA! Sum 1 L14<br><br>Tremors Aut 2 L11 | Blue Abyss Sum 1 L11 and 20<br><br>Traders and Raiders Sum 1 L3/8<br><br>Bottoms, Burps & Bile – Aut 1 - L |

| DRAWING CONCLUSIONS | | |
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| YEAR 3 | | |
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| Draw, with help, a simple conclusion based on evidence from an enquiry or observation. | Playlist Spr 1 L1/2/3/4/5/6<br><br>RoadTrip USA! Sum 1 L11, 14<br><br>Tremors Aut 2 L11 | I am warrior Spr 2 L 10,11<br><br>Tribal Tales Aut 2 L4,5,6 |

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| | Gods & Mortals Sum 2 L3 L4 L5<br><br>Mighty Metals Aut 1 L 1,2,3,4,6,8<br>Predator Spr 2 L 3,4,7,8,10,11 | |
| **YEAR 4** | | |
| Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries. | Playlist Spr 1 L2/5<br>Road Trip USA! Sum 1 L11, 14<br>Gods & Mortals Sum 2 L3 L4 L5<br>Mighty Metals Aut 1 L 1,2,3,4,6,8 | Blue Abyss Sum 1 L11 and 20<br>Traders and Raiders Sum 1 L3/8<br>Bottoms, Burps & Bile – Aut 1 – L8 L11 |

# Upper Key Stage 2

| | CYCLE 1 | CYCLE 2 |
|---|---|---|
| **ASKING AND ANSWERING QUESTIONS** | | |
| **YEAR 5** | | |
| Raise different types of scientific questions, and hypotheses. | Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight – Lesson/s 15<br>Sum 2: Tomorrow's World – Lesson 17 | Aut 1: Off With her Head – Lesson/s 15<br>Aut 2: Alchemy Island – Lesson/s 12, 14, 15, 16<br>Spr 1: Revolution – Lesson/s 14, 15<br>Spr 2: Stargazers – Lesson/s 5, 6, 11, 12, 13, 14<br>Sum 1: A Child's War - Lesson/s 1, 2<br>Sum 2: Allotments – Lesson/s 2 |
| **YEAR 6** | | |
| Pose/select the most appropriate line of enquiry to investigate scientific questions. | Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight – Lesson/s 15<br>Sum 2: Tomorrow's World – Lesson 17 | Aut 1: Off With her Head – Lesson/s 15<br>Aut 2: Alchemy Island – Lesson/s 12, 14, 15, 16<br>Spr 1: Revolution – Lesson/s 14, 15<br>Spr 2: Stargazers – Lesson/s 5, 6, 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1, 2<br>Sum 2: Allotments – Lesson/s 2 |
| **INVESTIGATING** | | |
| **YEAR 5** | | |
| Plan a range of science enquiries, including comparative and fair tests. | Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight – Lesson/s 12, 15<br>Sum 2: Tomorrow's World – Lesson 17 | Aut 1: Off With her Head – Lesson/s 15<br>Aut 2: Alchemy Island – Lesson/s 12, 14, 15, 16<br>Spr 1: Revolution – Lesson/s 15<br>Spr 2: Stargazers – Lesson/s 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1, 2<br>Sum 2: Allotments – Lesson/s 2 |
| **YEAR 6** | | |
| Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests. | Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight – Lesson/s 12, 15<br>Sum 2: Tomorrow's World – Lesson 17 | Aut 1: Off With her Head – Lesson/s 15<br>Aut 2: Alchemy Island – Lesson/s 12, 14, 15, 16<br>Spr 1: Revolution – Lesson/s 15<br>Spr 2: Stargazers – Lesson/s 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1, 2<br>Sum 2: Allotments – Lesson/s 2 |
| **OBSERVING** | | |
| **YEAR 5** | | |

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| Plan and carry out comparative and fair tests, making systematic and careful observations. | Aut 1: ID - Lesson/s 4<br>Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Delight - Lesson/s 12, 15<br>Sum 2: Tomorrow's World - Lesson/s 17 | Aut 2: Alchemy Island – Lesson/s 12, 14, 15, 16<br>Spr 1: Revolution – Lesson/s 15<br>Spr 2: Stargazers – Lesson/s 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1 |

| YEAR 6 | | |
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| Make their own decisions about which observations to make, using test results and observations, to make predictions or set up further comparative or fair tests. | Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Apr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight - Lesson/s 12, 15<br>Sum 2: Tomorrow's World - Lesson/s 17 | Aut 2: Alchemy Island – Lesson/s 12, 14, 15, 16<br>Spr 1: Revolution – Lesson/s 15<br>Spr 2: Stargazers – Lesson/s 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1 |

| EXPERIMENTING AND MEASURING | | |
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| YEAR 5 | | |
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| Take measurements using a range of scientific equipment with increasing accuracy and precision. | Aut 1: ID Lesson/s 4<br>Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Spr 2: Hola Mexico - Lesson/s 11, 17<br>Sum 1: Darwin's Delight - Lesson/s 12, 14<br>Sum 2: Tomorrow's World – Lesson 17 | Aut 1: Off With her Head – Lesson/s 14, 15<br>Aut 2: Alchemy Island – Lesson/s 12, 16<br>Spr 1: Revolution – Lesson/s 15, 16<br>Spr 2: Stargazers – Lesson/s 11, 12 13, 14, 16<br>Sum 1: A Child's War - Lesson/s 1<br>Sum 2: Allotments – Lesson/s 15 |

| YEAR 6 | | |
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| Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. Decide how long to take measurements for, checking results with additional readings. | Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12, 17<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight – Lesson/s 12, 14<br>Sum 2: Tomorrow's World – Lesson 17 | Aut 1: Off With her Head – Lesson/s 14, 15<br>Aut 2: Alchemy Island – Lesson/s 12, 16<br>Spr 1: Revolution – Lesson/s 15, 16<br>Spr 2: Stargazers – Lesson/s 11, 12 13, 14, 16<br>Sum 1: A Child's War - Lesson/s 1<br>Sum 2: Allotments – Lesson/s 15 |

| IDENTIFYING AND CLASSIFYING | | |
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| YEAR 5 | | |
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| Use and develop keys to identify, classify and describe living things and materials. | Aut 1: ID – Lesson/s 6, 8<br>Sum 1: Darwin's Delight - Lesson/s 12 | Sum 2: Allotments – Lesson/s 4, 7 |

| YEAR 6 | | |
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| Identify and explain patterns seen in the natural environment. | Aut 1: ID – Lesson/s 6, 8<br>Sum 1: Darwin's Delight - Lesson/s 12 | Spr 2: Stargazers – Lesson/s 5<br>Sum 2: Allotments – Lesson/s 4, 7 |

| RECORDING AND REPORTING ON FINDINGS | | |
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| YEAR 5 | | |
|---|---|---|
| Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models. | Aut 1: ID - Lesson/s 4, 6, 7, 8<br>Spr 1: Blood Heart - Lesson/s 7, 12<br>Spr 2: Hola Mexico - Lesson/s 11, 17<br>Sum 1: Darwin's Delight - Lesson/s 10, 12, 16<br>Sum 2: Tomorrow's World - Lesson/s 16, 17, 19 | Aut 1: Off With her Head – Lesson/s 14, 15<br>Aut 2: Alchemy Island – Lesson/s 12, 13, 14, 15, 16, 17<br>Spr 1: Revolution – Lesson/s 15, 16<br>Spr 2: Stargazers – Lesson/s 7, 8, 11, 12 13, 14, 16<br>Sum 1: A Child's War - Lesson/s 1. 2<br>Sum 2: Allotments – Lesson/s 4, 5, 15 |

| YEAR 6 | | |
|---|---|---|
| Choose the most effective approach to record and | Aut 1: ID – Lesson/s 7<br>Spr 1: Blood Heart - Lesson/s 7,12<br>Spr 2: Hola Mexico - Lesson/s 11, 17 | Aut 1: Off With her Head – Lesson/s 14, 15 |

| report results, linking to mathematical knowledge. | Sum 1: Darwin's Delight - Lesson/s 10, 12, 16<br>Sum 2: Tomorrow's World - Lesson/s 16, 17, 19 | Aut 2: Alchemy Island – Lesson/s 12, 13, 14, 15, 16, 17<br>Spr 1: Revolution – Lesson/s 15, 16<br>Spr 2: Stargazers – Lesson/s 7, 8, 11, 12 13, 14, 16<br>Sum 1: A Child's War - Lesson/s 1, 2<br>Sum 2: Allotments – Lesson/s 4, 5, 15 |
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| **ANALYSING DATA** | | |
| **YEAR 5** | | |
| Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. | Aut 1: ID - Lesson/s 6, 7, 8<br>Spr 1: Blood Heart - Lesson/s 7, 12<br>Spr 2: Hola Mexico - Lesson/s 11, 17<br>Sum 1: Darwin's Delight – Lesson/s 8, 9, 12, 16<br>Sum 2: Tomorrow's World - Lesson/s 17. 19 | Aut 2: Alchemy Island – Lesson/s 12, 13, 16, 17<br>Spr 1: Revolution – Lesson/s 14<br>Spr 2: Stargazers – Lesson/s 5, 6, 7, 8, 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1<br>Sum 2: Allotments – Lesson/s 4, 15 |
| **YEAR 6** | | |
| Identify and explain casual relationships in data and identify evidence that supports or refutes their findings, selecting facts from opinion. | Aut 1: ID - Lesson/s 6, 7, 8<br>Spr 1: Blood Heart - Lesson/s 7, 12<br>Spr 2: Mexico - Lesson/s 11, 17<br>Sum 1: Darwin's Delight – Lesson/s 8, 9, 12, 16<br>Sum 2: Tomorrow's World - Lesson/s 17. 19 | Aut 2: Alchemy Island – Lesson/s 12, 13, 16, 17<br>Spr 1: Revolution – Lesson/s 14<br>Spr 2: Stargazers – Lesson/s 5, 6, 7, 8, 11, 12 13, 14<br>Sum 2: Allotments – Lesson/s 4, 15 |
| **DRAWING CONCLUSIONS** | | |
| **YEAR 5** | | |
| Use a simple mode of communication to justify their conclusions on a hypothesis. Begin to recognise how scientific ideas change over time. | Aut 1: ID - Lesson/s 7, 8<br>Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 7, 12<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight - Lesson/s 8, 9, 10<br>Sum 2: Tomorrow's World - Lesson/s 17 | Aut 2: Alchemy Island – Lesson/s 12, 16<br>Spr 1: Revolution – Lesson/s 14<br>Spr 2: Stargazers – Lesson/s 6, 7, 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1 |
| **YEAR 6** | | |
| Identify validity of conclusion and required improvement to methodology. Discuss how scientific ideas develop over time. | Aut 1: ID - Lesson/s 7, 8<br>Aut 2: Ancient Civilisations - Lesson/s 17<br>Spr 1: Blood Heart - Lesson/s 12<br>Spr 2: Hola Mexico - Lesson/s 11<br>Sum 1: Darwin's Delight - Lesson/s 8, 9, 10<br>Sum 2: Tomorrow's World – Lesson 17 | Aut 2: Alchemy Island – Lesson/s 12, 16<br>Spr 1: Revolution – Lesson/s 14<br>Spr 2: Stargazers – Lesson/s 6, 7, 11, 12 13, 14<br>Sum 1: A Child's War - Lesson/s 1 |