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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Plants | Animals including Humans | Materials | Living things and their Habitats | Rocks | Light | Forces | States of Matter | Sound | Electricity | Earth and Space | Evolution and inheritance |
| Year 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 5 |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 6 |  |  |  |  |  |  |  |  |  |  |  |  |

**Key stage 1 programme of study - years 1 and 2**

**Working scientifically** *(See Hamilton Trust Science plans as it tells you which working scientifically objective match the lesson and how to include it)*

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

* 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

**Please refer to the Curriculum Science guide that can be found on the teachers drive ‘Science Curriculum’ for specific working scientifically objectives linked to your year group programme of study.**

**Lower key stage 2 programme of study**

**Working scientifically** *(See Hamilton Trust Science plans as it tells you which working scientifically objective match the lesson and how to include it)*

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

* 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 answer questions or to support their findings.

**Please refer to the Curriculum Science guide that can be found on the teachers drive ‘Science Curriculum’ for specific working scientifically objectives linked to your year group programme of study.**

**Upper key stage 2 programme of study**

**Working scientifically** *(See Hamilton Trust Science plans as it tells you which working scientifically objective match the lesson and how to include it)*

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

* 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 a 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

**Please refer to the Curriculum Science guide that can be found on the teachers drive ‘Science Curriculum’ for specific *working scientifically* objectives linked to your year group programme of study.**