



Science - Autumn 2

EYFS Our Very Own Dog	Year One Emperors Egg	Year Two Leon and the Place Between	Year Three One Plastic Bag	Year Four Pebble in My Pocket	Year Five Goodnight Mr Tom	Year Six Shackleton's Journey
<p>The World: Domestic Animals</p> <p>WALT name and compare a range of pets by talking about their appearance, diet and behaviour</p> <p>WALT talk about the needs of domestic animals by comparing how we might care for different pets</p> <p>WALT identify parts of animals such as tail, beak, fin, fur, scales or feathers</p>	<p>Everyday materials</p> <p>WALT distinguish between an object and the material from which it is made</p> <p>WALT identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>WALT describe the simple physical properties of a variety of everyday materials</p> <p>WALT compare and group together a variety of everyday materials on the</p>	<p>Living things and their habitats</p> <p>WALT explore things that are living</p> <p>WALT explore things that are dead</p> <p>WALT explore things that have never been alive</p> <p>WALT compare the differences between things that are living, dead, and things that have never been alive</p> <p>WILF can decide how to group and sort</p>	<p>Forces and magnets</p> <p>WALT compare how things move on different surfaces</p> <p>WALT notice that some forces need contact between two objects but magnetic forces can act at a distance</p> <p>WALT observe how magnets attract or repel each other and attract some materials and not others</p> <p>WALT compare and group together a variety of everyday materials on the basis of whether</p>	<p>States of matter</p> <p>WALT compare and group materials together, according to whether they are solids, liquids or gases</p> <p>WALT observe that some materials change state when they are heated or cooled</p> <p>WALT measure or research the temperature at which this happens in degrees Celsius</p> <p>WALT identify the part played by evaporation and</p>	<p>Properties & changes of materials</p> <p>WALT compare and group everyday materials together on the basis of their properties such as hardness, solubility, transparency, conductivity and response to magnets</p> <p>WALT know that some materials will dissolve in liquid to form a solution</p> <p>WALT describe how to recover a substance from a solution</p>	<p>Earth and Space</p> <p>WALT describe the movement of the Earth, and other planets, relative to the sun in the solar system</p> <p>WALT describe the movement of the moon relative to the Earth</p> <p>WALT describe the sun, Earth and moon as approximately spherical bodies</p> <p>WALT use the idea of the Earth's rotation to explain day and night and the movement of</p>

<p>basis of their physical properties</p> <p>WILF can look closely and be curious</p> <p>WILF can perform simple tests</p> <p>WILF can use simple scientific language to talk about what is find out</p> <p>WILF able to compare objects and materials in simple terms</p> <p>WILF can discuss reasons why things happen or why something has happened</p> <p>WILF understands and follows basic safety rules when exploring or testing materials</p>	<p>WILF can compare and classify (living & non-living things)</p> <p>WILF can gather and record data in simple ways such as lists or charts</p> <p>WILF able to use a simple tally to count</p> <p>WILF understands that data is important</p>	<p>they are attracted to a magnet and identify some magnetic materials</p> <p>WALT describe magnets as having two poles</p> <p>WALT predict whether two magnets will attract or repel each other depending on which poles are facing</p> <p>WILF decides which types of scientific enquiry are best ways to answer questions</p> <p>WILF can predict before testing</p> <p>WILF explores, talks about, tests and develops ideas</p> <p>WILF compares what happened to what might have happened</p> <p>WILF uses evidence to answer questions and to identify any new questions</p>	<p>condensation in the water cycle</p> <p>WALT associate the rate of evaporation with temperature</p> <p>WILF is able to make systematic and careful observations and comparisons</p> <p>WILF can understand and use precise scientific language</p> <p>WILF can select from a range of sources</p> <p>WILF uses sources of information to analyse</p> <p>WILF able to describe how to vary a factor & keep others the same</p> <p>WILF can compare observations over a period of time</p> <p>WILF suggests some improvements to investigations</p>	<p>WALT use our knowledge of solids, liquids and gases to decide how mixtures may be separated</p> <p>WALT separate mixtures through filtering, sieving and evaporating</p> <p>WALT give reasons, based on fair tests, for the particular use of everyday materials, including metals, wood and plastic</p> <p>WALT explore reversible and irreversible change</p> <p>WILF can use results to draw conclusions and can explain why these conclusions were reached</p> <p>WILF is able to relate conclusions to patterns, prior knowledge and observational evidence</p> <p>WILF can develop further observations</p>	<p>the sun across the sky</p> <p>WILF can use a wider range of secondary sources to collect information about more abstract ideas and concepts</p> <p>WILF able to identify scientific evidence that has been used to support or refute ideas</p> <p>WILF recognises how abstract ideas help us to understand how the world operates</p> <p>WILF can record data & results of increasing complexity using tables, graphs, keys, diagrams or drawings as appropriate</p> <p>WILF can report and present findings from enquiries</p>
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