

Science Curriculum-Spring 2



<p align="center">EYFS Yucky Worms</p>	<p align="center">Year One Anna Hibiscus</p>	<p align="center">Year Two Zeraffa Giraffe</p>	<p align="center">Year Three Ug Boy Genius</p>	<p align="center">Year Four The Lion and The Unicorn and Other Hairy Tales</p>	<p align="center">Year Five The London Eye Mystery</p>	<p align="center">Year Six Roof Toppers</p>
<p>The World: Minibeasts</p> <p>WALT identify & name common minibeasts</p> <p>WALT compare a range of minibeasts, talking about their size, colour, pattern or other features of their appearance</p> <p>WALT identify parts of minibeasts such as wings, antennae, shell, tail or legs</p> <p>WALT talk in simple terms about where different minibeasts are commonly</p>	<p>Weather and seasonal changes</p> <p>WALT observe the changes across the four seasons</p> <p>WALT describe weather and typical weather associated with the seasons</p> <p>WALT describe how the daylight varies with the seasons</p> <p>WILF can make simple observations</p> <p>WILF can collect data about weather</p> <p>WILF can observe change over time</p>	<p>Living Things and Their Habitats</p> <p>WALT identify that most living things live in habitats to which they are suited</p> <p>WALT describe how different habitats provide for the basic needs of different kinds of animals</p> <p>WALT identify and name a variety of plants and animals in their habitats</p> <p>WALT describe how animals obtain their food from plants</p>	<p>Plants</p> <p>WALT identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>WALT explore the requirements of plants for life and growth</p> <p>WALT investigate the way in which water is transported within plants</p> <p>WALT explore the part that flowers play in the life cycle of flowering plants</p>	<p>Sound</p> <p>WALT identify how sounds are made with vibrations</p> <p>WALT recognise that vibrations from sound travel through a medium to the ear</p> <p>WALT recognise that sounds get fainter with distance</p> <p>WALT find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Animals inc Humans</p> <p>WALT describe the changes in humans from infants to old age</p> <p>WALT describe the changes in humans from birth through to childhood and understand some of the milestones that are reached</p> <p>WALT understand and describe changes to humans during adolescence and puberty</p> <p>WALT understand changes that occur</p>	<p>Animals inc Humans</p> <p>WALT identify and name the main parts of the human circulatory system</p> <p>WALT describe the functions of the heart, blood vessels & blood</p> <p>WALT recognise the impact of diet, drugs, exercise and lifestyle on the way our bodies function</p> <p>WALT describe ways in which nutrients and water are transported within animals, including humans</p>

<p>found; compare the habitats</p> <p>WALT understand the life cycle of some minibeasts</p>	<p>WILF notices patterns</p> <p>WILF can use simple equipment</p> <p>WILF able to use simple forms of measurement</p> <p>WILF able to record information onto a pre-prepared chart</p> <p>WILF can sort data within a given criteria such as wet and dry days</p>	<p>and other animals- food chain – and identify and name different sources of food</p> <p>WILF can make simple comparisons of living things and their habitats</p> <p>WILF able to notice simple patterns and relationships</p> <p>WILF can find things out using books, photos and videos</p> <p>WILF can use simple scientific language to talk about what is found out</p>	<p>including pollination, seed formation and seed dispersal</p> <p>WILF able to record systematically</p> <p>WILF can choose what observations to make, how long to make them for and what equipment to use</p> <p>WILF can use drawings, diagrams, labels, keys or simple tables</p> <p>WILF can find ways to improve what was done</p> <p>WILF able to use a simple data logger or a thermometer to investigate the temperatures in which plants will grow healthily</p> <p>WILF draws simple conclusions by looking for similarities and differences in data</p>	<p>WALT find patterns between the volume of sound and the strength of vibrations</p> <p>WILF can explore, talk about, test and develop ideas about everyday phenomena</p> <p>WILF able to decide which types of scientific enquiry are best ways to answer questions</p> <p>WILF able to use a range of equipment</p> <p>WILF recognises the importance of the evidence collected</p> <p>WILF can decide how to record and analyse data</p> <p>WILF draws simple conclusions by looking for any similarities, differences or patterns in data that is collected</p>	<p>as humans progress towards old age</p> <p>WILF can observe changes over different periods of time</p> <p>WILF beginning to separate opinion from fact</p> <p>WILF is able to use information to identify, classify and describe living things</p> <p>WILF able to offer explanations for differences</p> <p>WILF can gather and classify data in a variety of ways including creating timelines to show changes in the human life cycle</p>	<p>WILF recognises when & how to set up comparative/fair tests</p> <p>WILF explains which variables need to be controlled and why</p> <p>WILF can choose the most appropriate equipment to use</p> <p>WILF carries out some systematic investigations and makes analyses</p> <p>WILF uses evidence to justify ideas and conclusions</p> <p>WILF uses results of investigations to make predictions & identify when further tests or observations might be needed</p> <p>WILF decides whether to repeat observations and measurements</p> <p>WILF uses a thermometer to</p>
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