



Subject	Science
<p><b><u>Intent</u></b></p> <p>Science teaching at East Stanley School aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.</p> <p>At East Stanley, scientific enquiry skills are embedded in each topic the children study and these topics are revisited and developed throughout their time at school. Some topics, such as plants, are taught in Key Stage One and studied again in further detail in Key Stage Two. This model allows children to build upon prior knowledge and increases their enthusiasm for the topics whilst embedding this knowledge into the long-term memory.</p> <p>All children are encouraged to develop and use a range of skills including observations, planning investigations, as well as being encouraged to question the world around them and become independent learners in exploring possible answers for their scientific based questions.</p> <p>Specialist vocabulary for topics is taught and built up, and questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions</p>	
<p><b><u>Key Knowledge</u></b></p>	
End of Y2	<p>Pupils should be able to identify: name and compare a variety of plants and animals and their habitats and describe how animals obtain food from plants and other animals.</p> <p>Describe how plants grow and what conditions they need to do so. Know the basic needs of animals including humans for survival and that they have offspring which grow into adults. Also be able to explain how to stay healthy.</p> <p>Pupils should be able to identify and compare the suitability of a variety of objects.</p>
End of Y4	<p>Pupils should be able to use classification keys to help group and identify a variety of living things. Know that environments can change which can pose dangers to living things.</p>



	<p>Be able to explain how magnets have poles that attract and repel each other. Also compare everyday objects as to whether they will be attracted by a magnet.</p> <p>Know the basic functions of the digestive system and the role of teeth in this process.</p> <p>Understand that materials can be solid, liquid or gasses and can change state.</p> <p>Have an understanding of the water cycle.</p> <p>Know that sounds are made by something vibrating.</p> <p>Know the basics parts of an electrical circuit and how a switch operates.</p>
End of Y6	<p>Explain how living things can be classified into broad groups and give reasons.</p> <p>Know the main parts of the human circulatory system, functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise drugs and lifestyle on our bodies.</p> <p>Identify how animals and plants adapt to suit the environment they are in. Be able to explain simple inheritance.</p> <p>Explain how we are able to see things.</p>
<p><u>Links to EYFS</u></p> <p>Science in the EYFS at East Stanley is introduced through indirect activities that encourage our children to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</p> <p>Links to the EYFS Curriculum</p> <ul style="list-style-type: none"><li>• Understanding of the world</li><li>• Physical development - Health and Self Care</li></ul>	