

## Science Curriculum

### Implementation of the Science Curriculum

Nursery					
Aut 1 – Nursery Rhymes	Aut 2 – Brilliant Birds	Spr 1 – Pets	Spr 2 – Splash	Sum 1 - Transport	Sum 2 – Mini beast Madness
<p>Wild Area – Find the spiders. Where might they live?</p> <p>Find out if an egg can really sit on a wall!</p> <p>Knowing what makes them unique, similarities/differences with friends</p>	<p>Looking outdoors for birds, exploring where they live, eat.</p> <p>Showing care for living things in the environment.</p> <p>Making observations about birds</p> <p>Sorting swim/fly animals</p> <p>Observing puffin movement and behaviour</p> <p>Simple life cycle of a bird</p> <p>Looking at changes in leaves as they decay.</p> <p>Identifying when an owl comes out based on eye colour.</p> <p>Sorting daytime and night-time animals.</p>	<p>Talk about pets tell everyone their name what they are and what they like to do/eat</p> <p>Understanding of a pet being an animal that can live in our homes.</p> <p>What does a pet need to be healthy/happy?</p> <p>Matching Animal Cards: animals and their babies</p> <p>Talking about how wild animals can't be pets.</p> <p>Animal's characteristics, eyes, mouth, nose, ears etc. H/a why do they have ..?</p>	<p>NF book about how water is important for all living things and comes from the sky as rain.</p> <p>Simple explanation of the water cycle using big book 'The drop goes Plop'</p> <p>Watching clips and looking at photographs of the sea creatures Billy saw in his bucket.</p> <p>Floating and sinking focus - testing objects and making predictions, link to the story</p> <p>Naming different types of shark</p> <p>Learning shark body parts</p> <p>Facts about sharks</p> <p>Correct names for parts of a boat. Link back to floating and sinking - why does a boat float?</p> <p>Moving the boats we have made by wind power!</p>	<p>Ice experiment- Science day</p> <p>Naughty Bus freezing toys</p> <p>Look at where different transport can be seen</p> <p>Reflection- what can we see</p>	<p>Talking about which animals can hatch out of eggs.</p> <p>Find out more about the insects we saw (power point about what they eat/ where they like to live)</p> <p>Make observations about the bugs from the visit.</p> <p>Look at the life cycle of a butterfly.</p> <p>Observe different patterns and marking on butterflies.</p> <p>Mini beast lotto game</p> <p>Wild Area visit to look for spider webs</p> <p>Life cycle of a ladybird</p> <p>Wild Area visit link PSED Go on a bug hunt use magnifying glasses bug jars in wild area to look bugs and what they are like/examine bug hotel</p>

			Observing how water makes a plant grow (cress seeds)		Observe snails in builders tray talk about what they need
<b>EYFS - Three and Four-Year-Olds</b> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the difference</li> </ul>	<b>EYFS - Three and Four-Year-Olds</b> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<b>EYFS - Three and Four-Year-Olds</b> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<b>EYFS - Three and Four-Year-Olds</b> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<b>EYFS - Three and Four-Year-Olds</b> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<b>EYFS - Three and Four-Year-Olds</b> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>
<b>Ongoing as part of the provision:</b> Opportunities to develop curiosity and exploration of how things work. Playing with a variety of materials and textures. Ongoing recognition of plants/animals etc in the natural world. Changes in the seasons, supported by an interactive seasonal display. Opportunities each half term to link activities to the Wild Area.					
<b>Key Vocab to be developed</b> Spider, web, garden, Head, body, arm, leg, eyes, ears, nose, mouth, hands, feet, same, different, "can you find out", birds, tree, nest, beak, wings, feathers, fly, seeds, worms, puffin, owl, blackbird, robin, seagull, animal, dig, swim, fly, fish, food, egg, change, grow, pets, day time, tea time, night time, dog, cat, hamster, guinea pig, tortoise, kennel, hutch, float, sink, real, not real, sharks, hammerhead, whale					

shark, goblin shark, tiger shark, variety of shark, fin, gill, teeth, boat, mast, sail, seed, plant, grow, hard, soft, hot, cold, different textures, bear, panda bear, brown bear, polar bear, insects, slug, snail, woodlouse, worm, butterfly, dragonfly, mini beast, shell, antennae,

## Reception

<b>Aut 1 – Friendship, Can we be friends?</b>	<b>Aut 2 - Who helps us in Rawthorpe?</b>	<b>Spr 1 – What’s it like far away?</b>	<b>Spr 2 – Can we save the world?</b>	<b>Sum 1 - What did Grandma use to read?</b>	<b>Sum 2 – What’s it like down on the farm?</b>
<p>Autumn Day- seasonal</p> <p>Learning about our bodies.</p> <p>Making slime/comparing textures</p> <p>Hand washing-monster germs</p>	<p>Healthy bodies.</p> <p>Healthy teeth.</p> <p>Local walk- looking at their own environment</p>	<p>Identify animals and naming body parts</p> <p>Comparing animal habitats.</p> <p>Winter seasonal day.</p> <p>Melting/freezing ice</p> <p>Melting chocolate and chocolate kebabs</p>	<p>Plants and growing- how and what they need to grow?</p> <p>Naming basic plant parts and observational drawing</p> <p>Spring changes.</p> <p>Observing plant growth.</p> <p>Easter baking</p>	<p>Experiments using materials- house building, etc what do we need to build a strong house</p> <p>Life cycles of humans</p>	<p>Identify farm animals.</p> <p>What animals live on the farm?</p> <p>Animals and their young.</p> <p>Where does our food come from?</p> <p>Summer seasonal day</p>
<p>Explore the natural world around them. UW REC</p> <p>Describe what they see, hear and feel whilst outside. UW REC</p> <p>Understand the effect of changing seasons on the natural world around them. UW REC</p> <p>Manage their own basic hygiene and personal need</p>	<p>Explore the natural world around them. UW REC</p> <p>Understand that some places are special to members of their community. UW REC</p> <p>Describe what they see, hear and feel whilst outside. UW REC</p> <p>Manage their own basic hygiene and personal need</p>	<p>Explore the natural world around them making observation of plants and animals. UW NW ELG</p> <p>Describe what they see, hear and feel whilst outside. UW REC</p> <p>Recognise some environments that are different to the one in which they live. UW REC</p>	<p>Explore the natural world around them making observation of plants and animals. UW NW ELG</p> <p>Describe what they see, hear and feel whilst outside. UW REC</p> <p>Recognise some environments that are different to the one in which they live. UW REC</p>	<p>Talk about members of their immediate family and community. UW REC</p> <p>Name and describe people who are familiar to them. UW REC</p>	<p>Understand the effect of changing seasons on the natural world around them. UW NW ELG</p> <p>Explore the natural world around them making observation of plants and animals. UW NW ELG</p> <p>Recognise some environments that are different to the one in which they live</p>

PSED MS ELG	PSED MS ELG	Understand the effect of changing seasons on the natural world around them. And changing stages of matter UW NW ELG	Understand the effect of changing seasons on the natural world around them. UW NW ELG		UW NW ELG	
<b>Ongoing as part of the provision</b> My body (Basic naming). Autumn 1 Naming animals And different environments. Spring 1 Naming basic plant part/things that grow. Spring 2 Naming farm animals and their young. Summer 2						
<b>Key Vocab to be developed</b> Body, head, leg, head, arm, sight, smell, taste, hearing, touch, sense, teeth, clean, material, “can you find out”, hot, cold, weather, animals, (range of polar animals) (range of jungle animals) plants, leaf, stem, flower, roots, summer, winter, spring, autumn, grow, strong, weak, stronger, weaker, human, baby, adult, growing, farm, range of farm animals and the names of their young, food, healthy food, exercise, hard, soft, materials, predict, energy, waste, electricity, recycle, plastic, metal, paper, card, food waste, frog/frogspawn/lifecycle/tadpole, natural materials (wood/shells/pebbles etc), habitats						
Year One Curriculum						
Topics	Aut 1 – Getting to know me and my world.	Aut 2 – A Toy’s Story	Spr 1 – Our Animal Adventures	Spr 2 – To infinity and Beyond	Sum 1 – Ready, Steady, Grow	Sum 2 – Bright lights, Big city.
	CREST award- Rainbow collectors.  Body parts, labelling parts of the body.  Five senses and related body parts.  Seasonal changes.	CREST award- Music maker  CREST award- Speedy scooters  Everyday materials, testing different materials for the roof of a lego house.  Describing/identifying the properties of materials.  Seasonal changes	CREST award- Animal adventure.  Identifying and classifying animals.  Comparing animal groups.  Looking at the structures of different animals.  Seasonal changes.	CREST award- Be seen be safe.  Rocket experiment as an investigative experiment/skills.  Seasonal changes	CREST award- Discovery bag (Trees).  Labelling parts of a plant.  Looking at what a plant needs to grow.  Evergreen/deciduous tress.  Planting and looking at how plants change over time.  Seasonal changes.	CREST award- Sneaky shadows  CREST award- Tea bag trouble.  Materials of London bridge.  Seasonal changes.
Milestones	I can milestones I can identify, draw and label the basic parts of	I can milestones I can distinguish between an object and the material	I can milestones I can identify and name a variety of common animals (fish/amphibians/	I can milestones I can observe changes across the 4 seasons ML1 I can observe and	I can milestones I can identify and name a variety of common wild and garden plants,	I can milestones I can identify and compare the suitability of a variety of everyday

	<p>the human body, and link to the 5 senses. ML1</p> <p>I can observe changes across the 4 seasons ML1</p> <p>I can observe and describe weather associated with the seasons and how day length varies.ML1</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p>	<p>from which it is made. ML1</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can describe the simple physical properties of a variety of everyday materials. ML1</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. ML1</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. ML1</p> <p>I can observe changes across the 4 seasons ML1</p> <p>I can observe and describe weather associated with the seasons and how day length varies.ML1</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely using simple equipment.</p>	<p>reptiles/birds and mammals). ML1</p> <p>I can identify and name animals that are herbivores/carnivores/omnivores</p> <p>I can compare the structure of a variety of common animals. ML1</p> <p>I can observe changes across the 4 seasons ML1</p> <p>I can observe and describe weather associated with the seasons and how day length varies.ML1</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p>	<p>describe weather associated with the seasons and how day length varies.ML1</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p>	<p>including deciduous and evergreen trees. ML1</p> <p>I can identify and describe the basic structure of a variety of common plants or trees, e.g. roots/stem ML1</p> <p>I can observe changes across the 4 seasons ML1</p> <p>I can observe and describe weather associated with the seasons and how day length varies.ML1</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p>	<p>materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. ML1</p> <p>I can observe changes across the 4 seasons ML1</p> <p>I can observe and describe weather associated with the seasons and how day length varies.ML1</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p>
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		<p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p>				
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### Key vocabulary to be taught

Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area, Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, diet, Parts of the body including those linked to PSHE teaching (see joint document produced by the ASE and PSHE association), senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue, object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through, weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, question, answer, predict, test, observe, identify, classify, compare, pattern, data, gather, record, investigate, experiment, Scientists.

### Year Two Curriculum

	<b>Aut 1 – Wonders of the World</b> <u>Materials</u> CREST – Sniffly Sneezes. Suitability of materials. Testing materials by squashing, twisting, bending and stretching. Investigate to test suitable materials for a silly scientist Investigate materials that are suitable for keeping ice cold. Used the explorer experiment	<b>Aut 2 – London’s Burning!</b> <u>Working scientifically</u> How does a fire work? CREST star award Muddy mess Develop working scientifically skills through investigation.	<b>Spr 1 – African Adventure</b> <u>Animals including humans</u> Identify living, non-living and once living. Identify a range of habitats and explain why they are suitable for animals. Perform an insect habitat experiment. Identify food chains and diets of different animals. Crest star award – starting sounds.	<b>Spr 2 – Ahoy there!</b> <u>Living things in their habitat</u> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise. Describe the importance for humans of eating the	<b>Sum 1 – Glorious gardens!</b> <u>Plants</u> Name and identify plants. Conditions for a seed to grow Life cycle of a plant. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Experiment relating to the needs of a plant.	<b>Sum 2 – Transport Travelling, trains and the Titanic!</b> <u>Working scientifically</u> How is steam produced? What makes a vehicle start and stop? How do boats float? How do aeroplanes stay in the air?
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	to insulate water bottles (explorers) and used thermometers to read temperature		Crest star award – slippery, slidey shoes.	right amounts of different types of food.  Describe the importance for humans of eating the right amounts of hygiene.  Crest star award - Be safe be seen.	Identify plant habitats.  Crest star award – Discovery bag.  Super science day  Speedy Scooters  Colour mixing experiment	
<b>Milestones</b>	<p><b>I can milestones</b></p> <p>I can identify and compare the suitability of everyday materials ML1</p> <p>I can make predictions and perform comparative tests ML1</p> <p>I can use scientific vocabulary ML1</p> <p>I can identify the seasonal weather patterns in the UK</p> <p>I can gather and record data to answer questions.</p>	<p><b>I can milestones</b></p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive ML1</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of</p>	<p><b>I can milestones</b></p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive. ML1</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p>	<p><b>I can milestones</b></p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ML1</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats. ML1</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ML1</p>	<p><b>I can milestones</b></p> <p>I can identify and describe the basic structure of a variety of common plants or trees, e.g. roots/stem</p> <p>I can observe and describe how seeds and bulbs grow into mature plants. ML1</p> <p>I can find out how plants need water, light and a suitable temperature to grow and stay healthy. ML1</p>	<p><b>I can milestones</b></p> <p>I can ask simple questions and recognise that they can be answered in different ways. ML1</p> <p>I can observe closely using simple equipment. ML1</p> <p>I can perform simple tests. ML1</p> <p>I can identify and classify. ML1</p> <p>I can use my own observations and ideas to suggest answers to questions. ML1</p> <p>I can gather and record data to answer questions. ML1</p>

		<p>different kinds of animals and plants, and how they depend on each other.</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>I can observe closely using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my own observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to answer questions.</p>			
<p align="center"><b>Key vocabulary to be taught</b></p> <p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc, light, Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area, shade, sun, warm, cool, water, grow, healthy, Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta), Names of materials – <i>increased range from year 1, properties of materials - as for year 1 plus</i> opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, Shape, push/pushing, pull/puling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching, question, answer, predict, test, observe, identify, classify, compare, pattern, data, gather, record,</p>						
<p align="center"><b>Local links/Inspiration /Enrichment activities</b></p> <p>Nursery – owl visit, pets at home visit, meet a creature visit- bugs and beatles, ugly bug ball</p> <p>Reception – Visit to the farm, seasonal days, Penguin day- to launch blue penguin -ice experiments, tiger day,visit to cliffe house, growing day,</p> <p>Year 1- Animal visit, Eureka trip, trip to manor heath park gardens,</p> <p>Year 2-Walk to Tolson gardens</p>						
<p><b>Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)</b></p>						
<p><b><i>Pupils should be taught about:</i></b></p> <p><b><i>Working Scientifically KS1</i></b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> </ul>						



- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

### **Year 1**

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

### **Year 2**

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)**

*Pupils should be taught to:*

- *Listen and respond appropriately to adults and their peers*
- *Ask relevant questions to extend their understanding and knowledge*
- *Use relevant strategies to build their vocabulary*
- *Articulate and justify answers, arguments and opinions*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Participate in discussions, presentations, performances, role play, improvisations and*
- *debates*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others*

### ***Impact*** of the Science Curriculum

Through working through our Science curriculum pupils will have a developed understanding of the world around them and be able to comment on scientific aspects such as how the world works. Children will build on the scientific foundations set in nursery throughout their time at Rawthorpe Infant School. By the end of Year 2 they will become increasingly independent in science, selecting their own tools and materials, completing pupil lead investigations and choosing their own strategies for recording. Children will make good progress in Science after following our high quality curriculum which has clear steps showing progression.

Pupils will have gained a wide range of scientific vocabulary and be able to use this while giving scientific explanations. Pupils will also have develop their questioning and enquiry skills and use these when exploring the wider world. Our Science curriculum will enable children to develop a love for learning Science and continue their scientific journey throughout their lives.

In addition, we will measure the impact of our curriculum through the following methods:

- Regularly assessed pieces of work, using the milestones documents.
- Opportunities for the children to look back at their own learning within their CLICK books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.
- Termly tracking on internal target tracker system.