

Learning threads (Breadth)	Reception			Year 1		Year 2	Year 3		Year 4		Year 5		Year 6
Year A	Me and my world	journeys	Wider world	What's around us	What's under our feet	What's up	What makes something memorable?	Is it better to stand out or fit in?	It's a kind of magic	Blood, chills and thrills	What a wonderful world	Healthy world	
Year B				Wonderful Events	Wonderful World	Wonderful Me	Wonderful World - Blue Planet	Wonderful World – Green Planet Rainforests/Mayans	Rise of the Machines - Inventions and inventors	Space	Survive or Thrive	Who loves chocolate?	
Working Scientifically	1. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. 2. Talks about why things happen and how things work. 3. Comments and asks questions about aspects of their familiar world such as the natural world. 4. Observe closely using simple equipment. 5. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 6. Perform simple tests.			1. Ask simple questions. 2. Observe closely using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions.			1. Ask relevant questions 2. Set up simple practical enquiries, comparative and fair tests 3. Make accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers. 4. Gather, record, classify and present data in a variety of ways to help in answering questions. 5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. 8. Identify differences, similarities or changes related to simple scientific ideas and processes.  Use straightforward scientific evidence to answer questions or to support findings.			1. Plan enquiries, including recognising and controlling variables where necessary. 2. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. 3. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. 4. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. 5. Present findings in written form, displays and other presentations. 6. Use test results to make predictions to set up further comparative and fair tests.  Use simple models to describe scientific ideas identifying scientific evidence that has been used to support or refute ideas or arguments.			
Learning Values													
Ready Respectful	Throughout KS1 and KS2, Gilthill children will be encouraged to ask questions about the world around them, using scientific knowledge to develop ways to test their ideas and create theories or predictions to an experiment. These enquiry skills will build throughout their time in Gilthill, increasing levels of <b>commitment</b> and												

## Safe

**resilience** to discover findings and appreciate that failure may be possible during their investigations. During their learning journey with Gilt Hill Primary, children will develop patience through observational skills and experiments, growing in personal **curiosity**. Our science curriculum will grow **enthusiasm** in our children for the subject whilst building **awareness** of how science impacts our world now and could possibly in the future. Growing **independence** as the child progress through Key Stages, will see them become more **responsible** learners, in seeking ways to solve a problem and increasingly using scientific equipment in a responsible, safe manner showing **awareness** of others around them. Children will be **confident** to share thoughts in lessons, communicate in a variety of ways verbally and written, build confidence in predicting and theorising and show a more **adaptable, inventive** approach by seeking different ways to conduct a fair test using increasing scientific knowledge. Finally, our Gilt Hill children will be encouraged to take educated risks developing '**risk taker**' experience, (age appropriate in a safe environment), growing problem solving skills and initiative.