



Chandag Infant School - Science Scheme of Work

A high-quality Science education should inspire our children to embrace the world they live in and use their scientific skills to explore, question and investigate their environment in safety and with enthusiasm.

EYFS

Science is incorporated in The Early Learning Goal for 'Understanding the World: The World'

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

'Understanding the World'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their scientific understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

The Early Learning Goal for 'Understanding the World: The World'

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.



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In **Years 1 and 2** pupils are taught to:

- experience and observe phenomena, looking more closely at the natural and humanly constructed world around them.
- be curious and ask questions about what they notice.
- develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.
- begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done using first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is described separately in the programme of study but must always be taught through and clearly related to the teaching of substantive science content in the programme of study.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.



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<u>Y1 Skills</u>	<u>Topics and Learning Activities in Year 1</u>
<ul style="list-style-type: none"> ask simple questions observe closely using simple equipment begin to identify and classify perform simple tests 	<p>Autumn 1 Materials, Parts of the Human Body Autumn 2 Seasons: Autumn, Trees and Weather Spring 1 Animal Classification Spring 2 Seasons: Spring, Plant Growth, Summer 1 Local Environment Summer 2 Seasons: Summer</p>
<u>Y2 Skills</u>	<u>Topics and Learning Activities in Year 2</u>
<p>As Y1, and in addition:</p> <ul style="list-style-type: none"> develop a secure understanding of the sequence of knowledge and concepts in the National Curriculum 2014 learn to identify and classify gather and record data to help in answering questions use their observations and ideas to suggest answers to questions 	<p>Autumn 1: Human Body, Living, Dead, Once Alive Autumn 2: Volcanoes Spring 1: Materials Spring 2: Life Cycles, Pond Dipping, Flammable Materials Summer 1: Living Things, Food Chains, Habitats, Growing Plants Summer 2: Changing Materials</p>