

## Knowledge Building

### Processes and Changes

**Change** happens as a result of different **scientific processes**. Unlike in geography, where processes can be split into two distinct groups (physical and human), scientific processes can be wide-ranging. Some examples of these are: changing states of matter, growth of animals and plants and changing of one type of energy to another, such as using solar energy to produce electrical power. These processes can be the subject of experimentation and changes can be observed, measured and recorded. Pupils will see how **processes and changes** work together, but how factors within the processes can affect changes.

### Methods

In science, **methods** are a key part of seeking knowledge and answers to scientific problems. **Methods** are a logical way of organising scientific study and experiments so that ideas can be proven, answered and re-tested, if necessary. Most **methods** involve thinking of a hypothesis, testing that hypothesis then concluding and evaluating the results. Pupils will look at what makes a good scientific **method** and learn that using these **methods** makes for safer experimentation and leads to more reliable, accurate results.

### Observing and Recording

At the most basic level, **observing and recording** is saying what you see and notice, and noting that down in some form. Being able to do this and decide what is significant is an important part of becoming a **scientist**. Progression involves using more technical equipment, then using observations and recordings to support theories, arguments and findings.

### Scientific Vocabulary

The language of science can be broken down into various areas. Initially, basic language covers general science terms such as experiment, record, look, change etc. **Scientific vocabulary** then becomes more specific, depending on the area of science being studied, for example the language of biology could include animal, plant, reproduction, offspring, grow and the language of chemistry may use materials, chemical, change, liquid, gas etc. Finally, vocabulary can be used to link concepts together and be used in different contexts.

### Uses and Implications

As with observing and recording, it is important to recognise that science takes place every day. Pupils will see that, even in mundane everyday activities, science is featured. Initially, it may only be the **uses** of science that are recognised but progression means they then explore how these **uses** have **implications**. For example, the use of single-use plastic, however useful to us as humans, has implications in environmental science terms.

### Cross-Curricular (STEM)

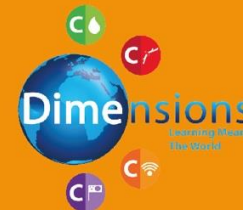
With links to **uses and implications**, children will see that science has strong ties to other areas of their learning, particularly maths and technology. The use of science within these subjects has strong implications for progression and development in all three.

## ADVENTURERS YEAR 3&4




Knowledge Building					
Processes and Changes	Methods	Observing and Recording	Scientific Vocabulary	Uses and Implications	Cross-Curricular (STEM)
Understand more complex scientific processes and know some factors that can affect change	Understand that methods are a key part of safe experimentation and have secure knowledge of the features	Know that clear observations and recordings support findings and prove theories	Know how scientific language learned relates to new science concepts and ideas	Understand how science affects our lives and the implications its use has on them	Understand that the links between science, technology, engineering and mathematics are key to many industries
Science Skills Adventurers 1 / Y3			Science Skills Adventurers 2 / Y4		
Sc15 Ask relevant questions Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests Sc17 Suggest what might happen in comparative and fair tests Sc18 Make careful observations and comparisons Sc19 Recognise what constitutes a fair test Sc20 Identify simple patterns, changes, similarities and differences Sc21 Make measurements using standard units Sc22 Discuss and describe findings Sc23 Communicate findings using simple scientific language in written explanations, drawing, labelled diagrams, keys, bar charts or tables Sc24 Use results to draw simple conclusions			Sc25 Set up and carry out simple practical enquiries, comparative and fair tests Sc26 Put forward ideas about testing and make predictions Sc27 Make close observations and comparisons Sc28 Observe patterns and suggest explanations Sc29 Collect data Sc30 Recognise and explain why a test is fair or unfair Sc31 Identify simple trends to answer questions Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated Sc33 Use scientific evidence to answer questions Sc34 Use a range of equipment, including data loggers and thermometers Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions		






# Science



## Knowledge Progression

Adventurers 1 / Y3	Adventurers 2 / Y4
<p><b>Come Fly With Me! Africa</b></p> <p> In this unit, pupils will further develop their understanding and knowledge of classifying living things through the use of classification keys. Pupils will, using research skills, investigate one of the 'Big Five' focusing specifically on their dietary requirements. Through observations and class discussions, pupils will learn about teeth in relation to diet and the digestive system of both humans and animals. Pupils will look at various skulls and skeletal systems using reasoned predictions and conclusions to identify which animal they belong to. Knowledge of food chains will also be advanced by, not only interpreting food chains, but by constructing them.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To recognise that living things can be grouped in a variety of ways</li> <li>B. To understand and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>C. To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>D. To know the different types of teeth on humans and their simple functions</li> <li>E. To know and describe the simple functions of the basic parts of the digestive system</li> <li>F. To know how to construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>G. To know that humans and some other animals have skeletons and muscle for support, protection and movement</li> </ul>	<p><b>Rocky the Findosaur</b></p> <p>In this unit, pupils will have the opportunity to devise a range of experiments to test some more complex scientific processes and observe changes, for example, the effects of erosion of various rock types. Pupils will use a range of scientific instruments such as hand lenses to observe rocks, fossils and soils at close range and thermometers to record more detailed results of changing state. They will compare the work of Mary Anning and Lorna Steel as part of this learning. Vocabulary relating to changes in rock, such as erosion and permeability, will be introduced as well as language relating to the water cycle.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>B. To know and describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>C. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (UKS2 NC)</li> <li>D. To know that soils are made from rocks and organic matter</li> <li>E. To compare and group materials together, according to whether they are solids, liquids or gases</li> <li>F. To know and observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>G. To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>
<p><b>May the Force Be With You</b></p> <p>Pupils will embed their understanding of movement, revisiting push and pull forces, but extending this further by experimenting with the concept of friction. They will investigate the effects friction has on movement by designing an experiment that includes reasoned predictions, fair testing and conclusions. Pupils will explore the concept of gravity and other 'invisible' forces. They will also investigate magnets in a variety of ways such as through independent experiments, observing magnetic materials in their local environment and discussing how magnetic fields are found on Earth. The vocabulary of attract, repel and poles will be introduced.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know how things move on different surfaces</li> <li>B. To know that and observe how some forces need contact between two objects and some forces act at a distance</li> </ul>	<p><b>Picture Our Planet</b></p> <p> In this unit, pupils will learn about the concept of vibration in relation to how sounds are made, experimenting with tuning forks and observing the vibrations. They will further experiment with changing the volume of sounds by adapting the force used to produce them. Pupils will investigate how sounds travel to the ear and the concept of pitch will be introduced, linking to learning in music.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To identify how sounds are made, associating some of them with something vibrating</li> <li>B. To know that vibrations from sounds travel through a medium to the ear</li> <li>C. To recognise patterns between the volume of a sound and the strength of the vibrations that produce it</li> <li>D. To identify patterns between the pitch of a sound and the feature of the object that produced it</li> </ul>
<p><b>May the Force Be With You</b></p> <p><b>NC Concepts (cont.)</b></p> <ul style="list-style-type: none"> <li>C. To know that and observe how magnets attract or repel each other and attract some materials and not others</li> <li>D. To describe magnets as having two poles</li> <li>E. To predict whether two magnets will attract or repel each other, depending on which poles are facing</li> <li>F. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> </ul>	<p><b>Lightning Speed</b></p> <p> In this unit, pupils will learn in more depth about electrical appliances, using classification, and how circuits are essential to their functioning. Pupils are then required to use their previous knowledge of simple circuits to make and draw, using pictorial representations, a range of series circuits and identify the components used. They will need to produce and present an explanation of a circuit they have designed to solve a lighting problem in the local area. An introduction to the concepts of conducting and insulating will be introduced.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To identify common appliances that run on electricity</li> <li>B. To know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>C. To identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery</li> </ul>

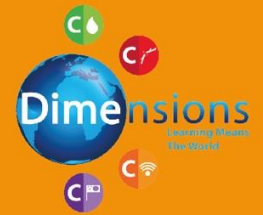


	<p>D. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>E. To know and identify some common conductors and insulators, and associate metals with being good conductors</p>
<p><b>Under the Canopy</b></p> <p> Pupils will continue to develop their understanding of flowering plants by dissecting and labelling the key parts of a plant. Pupils will be introduced to the processes of photosynthesis and water transportation in plants through experimenting and observing. They will have more in-depth class discussions on what plants need for survival and recognise that plants can vary enormously in how much of these elements they require. The reproduction of plants is explored in more depth through comparing how seeds are produced and then dispersed in different ways.</p> <p><b>NC Concepts</b></p> <p>A. To identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers</p> <p>B. To learn about and explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>C. To investigate the way in which water is transported within plants</p> <p>D. To know and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p><b>A World of Difference / Cry Freedom</b></p> <p> Pupils will learn through investigation that light can be reflected from a range of surfaces and these reflections are not a light source in themselves. They will also experiment, both independently and as a class, with how shadows can change size and shape depending on how close a light source is to the solid object, and how shadows can change size outside, depending on the location of the sun.</p> <p><b>NC Concepts</b></p> <p>A. To know that light is reflected from surfaces</p> <p>B. To find patterns in the way that shadows change</p>
<p><b>Athens v Sparta</b></p> <p> Pupils will expand their understanding of floating and sinking by initially taking part in a class discussion and then experimenting with a range of objects that may or may not float, making reasoned predictions before their investigations. The concept of displacement of will be introduced and further experiments will take place. Pupils will need to take photographs, record data and draw conclusions from their findings.</p> <p><b>Concepts</b></p> <p>A. To know that some objects float in water while some others sink</p> <p>B. To understand that displacement occurs when something is placed in liquid</p>	<p><b>Science concepts taught within 3D PSHE:-</b></p> <p><b>LKS2 3D PSHE Core 1 Unit 3 Lesson 1: Plant or Animal? and Lesson 2: Balancing Act (within Come Fly With Me! Africa)</b></p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>





# Science

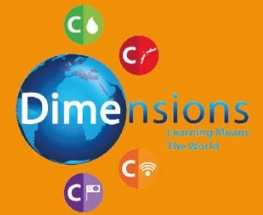


## Key Vocabulary

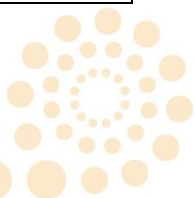
Adventurers 1 / Year 3		Adventurers 2 / Year 4	
<b>Come Fly With Me! Africa</b>		<b>Rocky the Findosaur</b>	
biodiversity	nutrition	coarse	permeable
canine	oesophagus	condensation	precipitation
chew	pre-molar	crumbling	rock
classification	predator	erosion	sand
classification keys	prey	evaporation	silt
consumer	producer	evolution	smooth
dental	skeleton	fossil	soil
digestion/ digestive	stomach	gas	solid
system	swallow	geology	state of matter
food chain/ food web	teeth	global warming	temperature
incisor		liquid	volume
intestine		loamy	
molar		metal	
muscles		mineral	
		molecule	
		organic matter	
		palaeontology	
<b>May the Force Be With You</b>		<b>Picture Our Planet</b>	
air resistance		insulate	
attract		noise pollution	
friction		pitch	
gravity		rhythm	
magnetic		sound waves	
non-magnetic		tuning fork	
pole		vibrations	
repel		volume	
resistance		wireless	
water resistance		wires	



# Science



Under the Canopy		Lightning Speed	
adaptations	stamen	appliance	
carbon dioxide	stem	battery	
citrus fruit	stigma	bulbs	
dispersal	trunk	buzzer	
flowering plants		cells	
fungi		component	
growth		conductor	
oxygen		current	
photosynthesis		efficiency	
pollination		electric circuit	
pollinator		insulator	
reproduction		motors	
root		series circuit	
seed formation		switch	
seeds		wires	
sepal			
soil nutrients			
Athens v Sparta		A World of Difference / Cry Freedom	
buoyancy		block	
displacement		dark	
float		hypothesis	
mass		light	
materials		opaque	
resistance		reflect	
sink		shadow	
		solid	



## Working Scientifically - Jiffy Science Lessons

### Adventurers 1 and 2

#### Define: States of Matter

Pupils will recall their knowledge and understanding of states of matter by producing a visual display sharing what they know. They will need to include how different types of matter can change through heating or cooling with some basic scientific understanding of how this occurs.

- To identify differences, similarities or changes related to simple scientific ideas and processes
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

#### Hockey Puck Ponderings

In this lesson, pupils will set up an experiment that measures the distance a 'hockey puck' (made a bottle top) skids across a frozen surface. They will need to consider the need for comparative and fair testing whilst carrying out their enquiries. They will need to work scientifically to carry out, observe and record their findings using standard units and the correct equipment for measuring length.

- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **To use straightforward scientific evidence to answer questions or to support their findings**

#### Pollution Problem

Pupils will gather and record data from surveys on the problem of pollution and litter in their local area. After carrying out surveys on the local area and recording the pollution and litter types found, the pupils will need to write a report on their findings that can be shared with Professor Jiffy. Pupils will be encouraged to include diagrams with captions before writing a conclusion to their findings.

- **To gather, record, classify and present data in a variety of ways to help in answering questions**
- **To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**

#### Here Comes the Band

With a link to music, pupils will produce their own musical instruments. They will, however, need to carefully consider the pitch of their instruments. They will design and then make their instrument but will need to share with the class, how their instrument works and the variations in pitch that it makes.

- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- To report on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions

#### Materials on Trial

Once the pupils have made their posters in 'Define: States of Matter', they will then carry out tests on a range of materials for strength, solubility and magnetism. They will initially focus on thinking of two questions they would like to answer in their experiments. Once they have done this, they will carry out experiments to test the suggested materials and answer their questions.

- To ask relevant questions and use different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To gather, record, classify and present data in a variety of ways to help in answering questions

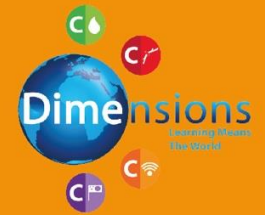
## NAVIGATORS YEAR 5&6

Knowledge Building					
Processes and Changes	Methods	Observing and Recording	Scientific Vocabulary	Uses and Implications	Cross-Curricular (STEM)
Understand that numerous factors can affect or prevent change	Know what makes a good methodology and explain how adaptations can lead to improvements	Identify, analyse and explain findings that support or dismiss theories or arguments	Know how to use a range of scientific vocabulary in various contexts	Know that science has implications for world issues and that it can be used for good or bad	Understand how their own STEM skills can benefit future science work in school and beyond
Skills Progression					
Science Skills Navigators 1 / Y5			Science Skills Navigators 2 / Y6		
Sc38 Plan different types of scientific investigations Sc39 Make predictions based on scientific knowledge Sc40 Carry out a range of scientific investigations Sc41 Begin to recognise and control variable where appropriate during investigations Sc42 Identify trends and patterns and offer explanations for these Sc43 Carry out a fair test explaining why it is fair Sc44 Take measurements using a range of scientific equipment with increasing accuracy and precision Sc45 Understand why observations and measurements need to be repeated Sc46 Select information from provided sources Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs Sc48 Produce written explanation of results, causal explanations and conclusions Sc49 Use results to make predictions for further tests			Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc52 Carry out a range of scientific investigations Sc53 Recognise and control variables where appropriate during investigations Sc54 Identify scientific evidence that has been used to support or refute ideas Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, table, bar and line graphs, and models, making appropriate use of ICT Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc60 Present reports of findings in written form, displays and presentations Sc61 Use test results to make predictions and set up further comparative and fair tests		












# Science



## Knowledge Progression

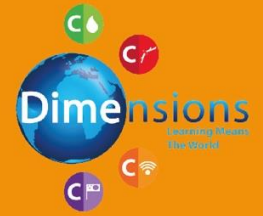
Navigators 1 / Y5	Navigators 2 / Y6
<p align="center"><b>Full of Beans</b></p> <p> In this unit, pupils will further develop their knowledge and understanding of electricity. They will embed and extend their understanding of circuits by experimenting with variations of components, and the concept of voltage will be introduced through changing the number of cells in their circuits. They will also use scientifically correct symbols for components when completing circuit diagrams. They will now learn and use the correct symbols to represent components. Furthermore, pupils will look at energy, identifying its various forms (thermal, light, kinetic), how it is created through renewable and non-renewable sources and the implications this has on real-world use.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>A. To identify common appliances that run on electricity</li> <li>B. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off positions of switches (NC)</li> <li>C. To be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (NC)</li> <li>D. To know how to use recognised symbols when representing a simple circuit in a diagram (NC)</li> <li>E. To understand the term 'energy' and identify a range of different renewable and non-renewable energy sources</li> </ul>	<p align="center"><b>Global Warming</b></p> <p> Pupils will explore changing states of matter in more detail. Initially, they will research the numerous factors and processes that are used to recycle glass and paper. Pupils will then have several opportunities to experiment with changing materials by the introduction of processes such as dissolving, filtering and evaporating etc. They will also test whether changes can be reversible. The experiments that the pupils will devise will require a greater focus on fair testing, using comparisons and retesting to ensure the data collected is accurate. Vocabulary such as substance, solution and mixture will be introduced.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> <li>B. To compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets</li> <li>C. To suggest how mixtures might be separated, including through filtering, sieving and evaporating, using their knowledge of solids, liquids and gases</li> <li>D. To know how to demonstrate that dissolving, mixing and changes of state are often reversible changes</li> <li>E. To understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>F. To show understanding by giving reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>
<p align="center"><b>Come Fly With Me! America</b></p> <p> Pupils will learn that objects are made from materials which are often combined e.g. a window is made of glass, wood and metal. They will look at objects, identify what they are made from and discuss why the chosen material is suitable for that object. Pupils will also differentiate between man-made and natural materials. With a focus on cotton wool, pupils will devise their own investigations to test either absorbency, flexibility or strength etc. They will be expected to produce a sound methodology and analyse their findings.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>A. To distinguish between an object and the material from which it is made</li> <li>B. To understand the difference between man-made and natural materials and identify and sort both</li> </ul>	<p align="center"><b>"I Have a Dream..."</b></p> <p> Pupils will use their previous knowledge of life cycles to explore the similarities and differences between various animal and plant species. Based on specific criteria and questions, pupils will research the life and reproductive cycles of a variety of animals and plants with opportunity for analysis, discussion and comparison. Pupils will be expected to start to give more scientific reasoning for the groupings of plants and animals by using established classification systems. They will also start to investigate adaptations of various plants and animals to suit particular biomes and how some of these adaptations have led to evolutionary changes.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know the difference in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>B. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>
	<p align="center"><b>"I Have A Dream..."</b></p> <p><b>Concepts (cont.)</b></p> <ul style="list-style-type: none"> <li>C. To be able to describe the life process of reproduction in some plants and animals</li> <li>D. To be able to classify plants and animals based on specific characteristics and give reasons</li> <li>E. To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences</li> <li>F. To know and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>
<p align="center"><b>Mission Control</b></p> <p> In this unit, pupils will look at the relationship between the Sun, Earth and Moon and how their movements and location in the solar system affect one another. Pupils will produce detailed labelled diagrams and written explanations, including graphs, to support their ideas. Pupils will deepen their knowledge of the Moon's relationship with the Earth, through self-directed research that will be shared with their peers for discussion.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know that the Sun, Earth and Moon are approximately spherical bodies</li> </ul>	<p align="center"><b>A World of Bright Ideas</b></p> <p> In this unit, pupils will research and present findings on Sir Isaac Newton and develop their understanding of gravity. Pupils will carry out a number of experiments on the effects of water, air and frictional resistance. The experiments will require reasoned predictions, accurate recording of data and will be shared with the class once complete. Finally, pupils will carry out investigations into mechanisms and use STEM skills to make and test them. Pupils will discuss how these mechanisms are used in everyday life.</p> <p><b>NC Concepts</b></p>

<ul style="list-style-type: none"> <li>B. To know about and explain the movement of the Earth relative to the Sun in the solar system</li> <li>C. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> <li>D. To know about and explain the movement of the Moon relative to the Earth</li> </ul>	<ul style="list-style-type: none"> <li>A. To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>B. To identify the effect of air resistance and friction, that act between moving surfaces</li> <li>C. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>
<p style="text-align: center;"><b>Go With the Flow</b></p> <p>Pupils will develop their understanding of growth and change in animals and humans by researching, sorting and comparing the gestational periods, life cycles and life spans of humans and animals. Using established research, pupils will investigate how diet, drugs and exercise can affect health and life expectancy in humans. The circulatory system will be introduced and pupils will investigate pulse rate, producing graphs to show their findings. They will investigate how vital water is for survival and compare how long animals can survive without water, discussing their findings with the class.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To know and describe the changes as humans develop to old age</li> <li>B. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>C. To identify and name the main parts of the human circulatory systems, and explain the functions of the heart, blood vessels and blood</li> <li>D. To describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p style="text-align: center;"><b>Wars of the World</b></p> <p> Pupils will carry out a range of experiments to test the theory of light travelling in a straight lines, and the concept of refraction when creating rainbows. Pupils will observe what happens and record their findings appropriately. The structure of the human eye will be introduced with the correct vocabulary and pupils will create labelled diagrams. Finally, pupils will embed their knowledge of shadows by creating shadow puppet theatres, which will include the use of transparent, translucent and opaque materials.</p> <p><b>NC Concepts</b></p> <ul style="list-style-type: none"> <li>A. To understand that light appears to travel in straight lines</li> <li>B. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>C. To know that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes see them</li> <li>D. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
<p><b>Science concepts taught within 3D PSHE:-</b></p> <p><b>UKS2 3D PSHE Core 1 Unit 1 Lesson 3: You Choose! (additional lesson)</b> To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	





# Science

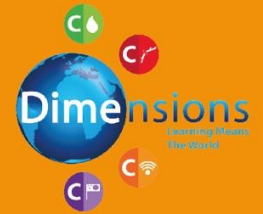


## Key Vocabulary

Navigators 1 / Year 5		Navigators 2 / Year 6	
<b>Full of Beans</b>		<b>Global Warming</b>	
brightness	pollution	biodegradable	reuse
bulb	radioactive renewable/ non-renewable energy	conductivity (electrical and thermal)	reversible
buzzer	sources	dissolve	separating sieving
calorie	sustainable	dredging	solid
cell	thermal	evaporating	solubility
circuit diagram	uranium	filtering	solution
coal	voltage	gas	substance
consumption	volume	irreversible	waste
efficiency	wind power	liquid	
energy		magnet	
fuel		mixing	
gas		nurdles	
kinetic		pollutants	
nuclear		recycle	
oil		reduce	
plutonium			
<b>Come Fly With Me! America</b>		<b>"I Have A Dream..."</b>	
absorbency		adaptation	reproduction
classify		amphibian	sexual reproduction
cotton		appearance	tendrils
environmentally friendly		biomes	theories of evolution
flexibility		bird	vertebrate
man-made materials		birth rate	
manufacturing		classification	
natural		egg	
process		environment	
properties		evolution	
strength		gills	



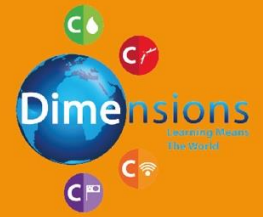
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		habitat	
		hereditary	
		insect	
		invertebrate	
		mammal	
<b>A World of Bright Ideas</b>		<b>Mission Control</b>	
accelerate	spring	axis	sun
air resistance	water resistance	constellations	tides
block and tackle		cycle	
brake		day and night	
decelerate		device	
effort		earth	
fall		flat earth theory	
force		galaxy	
friction		moon	
fulcrum		orbit	
gears		planet	
gravity		planetary motion	
lever		rotation	
load		satellite	
newton meter		solar system	
pulley		space agencies	
resistance		spherical bodies	
<b>Go With the Flow</b>		<b>Wars of the World</b>	
additive	life cycle	absorption	translucent
adolescent	lungs	beam	transparent
blood	oxygenated	cornea	
cardiac	plasma	eye	
cell	platelets	iris	
blood pressure	pore	lens	



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blood vessel	pregnant	light
dehydration	pulse	light-emitting devices
drug	stethoscope	opaque
function	sweat	periscope
gestation	urine	reflect
heart	veins	refraction
joints	womb	retina
		shadows
		shiny
		torch



## Working Scientifically - Jiffy Science Lessons

### Navigators 1 and 2

#### Keeping Cosy

In this lesson, pupils will conduct an experiment that looks at the thermal properties of materials and their effectiveness at keeping a cup and its contents warm for the longest period of time. The focus will be on how the pupils set up their experiment, how they consider fair testing and how they then write up their enquiry, including how the data was collected and the conclusions drawn.

- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- To use test results to make predictions to set up further comparative and fair tests

#### Solar System Searching

Pupils will develop their skills in using research to aid their scientific enquiries. Once they have carried out research into the solar system, pupils will need to present their findings in a way that is easy to read, contains images and captions and uses suitable scientific vocabulary. Pupils will also start to understand the need for citations when using quotes or statements from websites or books.

- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- To identify scientific evidence that has been used to support or refute ideas or arguments.

#### Melting Madness

'Keeping Cosy' and 'Melting Madness' work together as a pair of lessons. In this lesson, pupils will be given the instructions for three experiments. They will need to use the basic instructions to set up the experiments and carefully record the data that comes from them. Pupils will, before starting, need to consider what the variables could be with the three experiments and how to the best of their ability keep their tests fair.

- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- To use test results to make predictions to set up further comparative and fair tests

#### What time is it, Professor Jiffy?

This lesson involves looking at how shadows work in helping to tell the time using sundials. Pupils will learn about how sundials work by looking at traditional round sundials but also the unusual 'Dolphin Sundial' at the Greenwich Observatory. They will make their own sundials and test them. Once tested, the pupils will need to present their findings, highlighting any issues with their sundials and how they could potentially be fixed.

- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

## End Goals

### Adventurers / LKS2

Our aim in teaching science in Adventurers is to encourage pupils to start to become more scientifically accurate, with the introduction of a range of testing, alongside the questioning and comparing of data when drawing conclusions. In this phase, pupils will have revisited a number of areas of science from Pathfinders, and will be expected to end this phase with a deeper understanding of them through the use of a wider scientific vocabulary and more complex investigative techniques. Pupils should be able to use more technical methods of grouping and classifying, such as classification keys and food chain diagrams. Pupils should also be able to present their findings from experiments in more formal ways and provide evidence for their findings.

They should be able to explain the key features of the digestive and skeletal systems in animals and should have a deeper understanding of the reproductive processes of plants and their key parts. Pupils should be able to recognise the difference between volume and pitch when investigating sound and recognise how reflections are formed in the study of light. By the end of the phase, pupils should be able to make and draw diagrams of more complex electrical circuits that include switches. They should also be able to recognise the roles of conductors and insulators in making circuits functional but safe.

### Navigators / UKS2

Our aim in teaching science in Navigators is to deepen pupils' knowledge and skills in a wide range of scientific areas. Pupils should now be confident in devising and conducting experiments and presenting their methods and findings with accuracy, using a range of different methods. In this phase, pupils are now expected to, not only ensure fair testing in their experiments, but also conduct comparative tests where appropriate. Pupils should be able to analyse, discuss and argue constructively for and against particular theories or ideas and use evidence to support their own views. They should be able to research and produce explanations or theories that look at scientific concepts beyond the classroom, such as evolutionary theories or the use of renewable energy sources. They should also know about the circulatory and the solar systems, as well as more complex forces such as gravity, water, air and frictional resistance.