

DOWN AMPNEY PRIMARY SCHOOL

Whole school science topic map 2 year rolling programme		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
		Ask questions and plan enquiries	Set up enquiries	Observe and measure	Record	Interpret and Report	Evaluate	
		PLAN		DO			REVIEW	
EYFS	Year A&B	Materials	Earth & Space	Forces / Light & Sound	Living things and their habitats	Animals excluding humans	Humans	
	TAPS assessment	Brown apples	Incy spider shelter	Frozen balloons	Scavenger sort	Butter	Taste test	
	Seasonal change							
KS1 Developing Close Observations	Working Scientifically Focus	Ask simple Qs and recognise that they can be answered in different ways	Perform simple tests	Observe closely, using simple equipment	Gather and record data to help in answering questions.	Identify and classify. Use appropriate scientific language to communicate ideas.	Use their observations and ideas to suggest answers to questions	
	Year A	Everyday Materials		Plants / Seasonal Change		Animals incl humans: body parts / classification		
	Seasonal Change							
	TAPS assessment	Transparency	Teddy Zipline	Leaf look: shades of colour	Seasonal change	Living & non- living	Body parts	
	Year B	Uses of materials			Plants	Living Things & their habitats		Animals incl humans: Survival
	TAPS assessment	Waterproof	Rocket mice	Plants: Compare growth	Woodlice habitats	Living things nature spotters	Hand spans	

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		PLAN		DO		REVIEW	
LKS2 Develop systematic approach	<u>Working Scientifically Focus</u>	Ask relevant questions and use different types* of scientific enquiries to answer them.	Set up simple practical enquiries, comparative and fair tests.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.
	<u>Year A</u>	Animals incl humans: muscles and skeletons	Forces and magnets / Light		Light	Plants	Rocks and soils
	<u>TAPS assessment</u>	Cupcake parachutes	Magnet tests	Car ramps	Making shadows	Functions of stem	Rock reports
	<u>Year B</u>	Sound	States of matter	Electricity	Living things and habitats		Animals incl humans (teeth)
	<u>TAPS assessment</u>	Investigating pitch	Drying materials	Conductors	Local study	Eco Action	Eggs in liquids

		PLAN	DO			REVIEW	
<p>UKS2</p> <p>Develop independence</p>	<u>Working Scientifically Focus</u>	Plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.	Use test results to make predictions to set up further comparative and fair tests.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language	Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments.
	<u>Year A</u>	Electricity	Materials	Light	Light/ Living things	Living things and their habitats Life cycles and reproduction in plants	Evolution and inheritance
	<u>TAPS assessment</u>	Bulb brightness	Insulation layers	Investigating shadows	Outdoor keys	Life cycle research	Fossil habitats
	<u>Year B</u>	Properties and changes of materials	Animals including humans (Circulatory system, diet, exercise, drugs, lifestyle. Nutrients and water transportation).	Animals including humans Changes with age	Earth and Space	Living things and their habitats Classification – including microorganisms	Forces
	<u>TAPS assessment</u>	Dissolving	Heart rate	Growth survey	Space craters	Bacteria growth	Spinners