

The science curriculum is split into **4 strands:**

Working scientifically  
questioning, observing, predicting,  
analysis and investigating

Designing and making  
exploring, planning, making and  
evaluating

The teaching of Science supports pupils in investigating and analysing different scientific processes. Lessons begin by introducing key scientific vocabulary and concepts, followed by a carefully sequenced set of lessons linked to the scientific strands. These strands enable pupils to build their knowledge and skills in order to plan and carry out an investigation. At South Bersted, we believe in providing clear steps to success and planning opportunities for pupils to ask questions, make prediction, and test ideas to support their scientific understanding. Lessons are made as practical and hands-on as possible, with purposeful experiences built into each unit to help pupils develop their scientific thinking and enquiry skills.

We effectively **model** learning through:

*I do, we do, you do,*

*Think aloud, (what do I know already that will help me),*

*Making links to previous units taught in earlier year groups.*

**Vocabulary** is explicitly taught at the beginning of each lesson and referred to throughout.



Living things and their habitats

The science curriculum covers 4 main topics which are revisited across the key stages.



Energy and forces

We use **scaffolds** to support **independence:**

*Prompts,*

*Part worked examples.*

To disrupt the **forgetting curve:**

*We have a spiral curriculum,*

*Each lesson begins with an FFT (focussed on using scientific reasoning),*

*The children will revisit topics to build upon their prior knowledge.*



Materials and its their properties



Environmental awareness

**Feedback is:**

*Specific to the enquiry skills and **vocabulary**,*

*Encourages pupils to consider the content in more detail,*

*Links to the topic overall to **consolidate** learning.*

Learning is **sequenced** to enable children understand key scientific processes.

A knowledge organiser is used and referred to, to give children a bank of the **knowledge** to refer back to.

Key Vocabulary	Key Knowledge
<b>Special representation</b> The power is used to create an artificial world in one state out of the ground.	<b>Special</b> - usually made near rivers and are dependent on their power to make and use the old enough to be after formation.
<b>Birth</b> The action of having the male and female sex cells in order to become an egg.	<b>Birth</b> - when an organism starts to grow from an egg that was created through fertilisation using the female sex cells.
<b>Embryo</b> The young of a plant that will grow through the top of a young thing, including both growth and development.	<b>Embryo</b> - a young organism that is still in the womb of its mother.
<b>Development</b> The process of growing up and becoming an adult.	<b>Development</b> - the process of growing up and becoming an adult.
<b>Evolution</b> The process of change in the characteristics of a population of organisms over time.	<b>Evolution</b> - the process of change in the characteristics of a population of organisms over time.
<b>Special representation</b> The power is used to create an artificial world in one state out of the ground.	<b>Special</b> - usually made near rivers and are dependent on their power to make and use the old enough to be after formation.

Key Vocabulary	Key Knowledge
<b>material</b> A material is what something is made of, such as wood or plastic.	<b>Some materials can change shape when you squash, bend, twist or stretch them. Materials that are soft, bendy or stretchy are often easier to change the shape of than materials that are hard, rigid or strong.</b>
<b>squash</b> Squash an object by pressing on it.	<b>Squash</b> an object by pressing on it.
<b>stretch</b> Stretch an object by pulling it apart.	<b>Stretch</b> an object by pulling both ends and holding your hands in opposite directions.
<b>twist</b> Twist an object by holding both ends and twisting your hands in opposite directions.	<b>Twist</b> an object by holding both ends and twisting your hands in opposite directions.
<b>bend</b> Bend an object by trying to bring both ends towards each other.	<b>Bend</b> an object by trying to bring both ends towards each other.
<b>squish</b> Squish an object by holding both ends and pulling your hands apart slowly and gently.	<b>Squish</b> an object by holding both ends and pulling your hands apart slowly and gently.

Odd One Out

