



Intent, Implementation & Impact Document: SCIENCE

Intent	Implementation	Impact
<ul style="list-style-type: none"> • We will encourage our children to be curious and inquisitive about the world around them • We will support the children to make clear links as to how science fits into their own lives and the world around them • We will teach the children simple scientific vocabulary specific to the elements of the EYFS and KS1 National Curriculum • We will develop children’s questioning skills by modelling and encouraging critical thinking • We will encourage and support children to discuss their ideas aloud and in front of their peers to develop reasoning, justification and analysis skills • We will plan experiments which are stimulating and enjoyable by using the children’s ‘Wonder Wall’ to generate questions to investigate • We will teach the children to ‘work scientifically’ by developing the skills specified in the KS1 National Curriculum • We will teach the safe and effective use of equipment and procedures as specified in the current ‘Safety in Schools’ document 	<ul style="list-style-type: none"> • KS1 Science will be taught as a ‘block’ every half term, with lesson time totalling an equivalent of 1 hour 20 minutes per week • Programmes of study will be delivered as one of 3 possible types of learning journey, as developed by HIAS Science team • Specific scientific vocabulary will be used at start of every programme of study and displayed throughout the topic • ‘Wonder Walls’ will be used at the beginning of each programme of study to generate questions of interest to be investigated by the children • Science investigations will enable children to identify a relationship between what they change and what they observe – in accordance with the aims of the KS1 curriculum • Year 1 and 2 will each take part in a longitudinal study over the course of the school year, developed by the Science Coordinator, alongside the HIAS Science team • Children’s work will be recorded using photographs and drawings, annotated by the children themselves or when needed by the teachers. • Subject leader will support staff with CPD and subject specific knowledge when 	<ul style="list-style-type: none"> • Our children will show respect for the world around them and understand the importance of looking after the environment • Our children will be inquisitive and ask questions about the world around them • Our children will be able to identify Science as ‘finding new knowledge about the world around them’ • Our children will develop their questioning skills, with the support of the teacher • Our children will learn and be supported to use subject specific vocabulary • Our children will understand the terms observation, prediction and conclusion – and learn to develop these skills across KS1 • Our children will have the confidence to discuss what they think with their teachers and peers • Our children will develop understanding and respect for the world around them • Our children will learn the difference between scientific questions and those which can be answered through research • Our children will generate their own ideas for investigations based on scientific questions



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	<p>needed, in order to ensure precise delivery of the subject</p> <ul style="list-style-type: none">• KS1 teachers will record the children's learning journey on the 'Overview' document, to avoid repetition and to ensure full coverage of all domains• KS1 teachers will ensure that the children are practising elements of 'working scientifically' in each domain and that there is sufficient coverage across the Year/Key Stage	
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Intent Document: 2021 Cohort

Area	ELG	KS1	Year 1	Year 2
UNDERSTANDING THE WORLD	<p>The Natural World ELG</p> <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can recognise similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	PLANTS	<p>I can identify and name a variety of common wild and garden plants trees, including deciduous and evergreen trees</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
		ANIMALS	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>I can notice that animals, including humans, have offspring which grow into adults</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
		MATERIALS	<p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>I can describe the simple physical properties of a variety of everyday materials</p> <p>I can compare and group together a variety of</p>	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>



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			everyday materials on the basis of their simple physical properties.	
		SEASONAL CHANGES	<p>I can observe changes across the four seasons</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	
		LIVING THINGS AND THEIR HABITATS	<p>I can identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>
		FORCES		<p>I can push and pull to make things move or stop</p> <p>I can understand that things can move in different ways</p> <p>can understand that bigger pushes and pulls have bigger effects</p> <p>I can understand that pushing and pulling can make things move faster or slower</p> <p>I can understand that larger masses take bigger pushes and pulls to move or stop them</p> <p>I can understand that pushing and pulling can change the shape of things</p>