

Unit of Work	Key concept	Unit of Work	Key Concept	Unit of work	Key Concept
	KSI		LKS2		UKS2
<i>How can we identify different animals? (Animals, including humans)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Forces and magnets (Forces and Magnets)</i>	Comparative and Fair Testing Pattern Seeking Observing over time	<i>Earth and Space (Earth and Space)</i>	Identifying, classifying and grouping Research using secondary sources
<i>What can my body do? (Animals, including humans)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Light and Shadow (Light)</i>	Comparative and Fair Testing Observing over time Pattern Seeking	<i>Healthy Bodies (Animals including humans)</i>	Identifying, classifying and grouping Research using secondary sources
<i>What do our bodies need to grow? (Animals, including humans)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Health and movement/Bones and muscles (Animals, including humans)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Organ systems (Animals including humans)</i>	Identifying, classifying and grouping Research using secondary sources
<i>Super scientists (Working scientifically)</i>	Comparative and Fair Testing Observing over time Pattern Seeking	<i>How plants grow (Plants)</i>	Identifying, classifying and grouping Comparative and Fair Testing Research using secondary sources	<i>Forces (Forces)</i>	Comparative and Fair Testing Observing over time Pattern Seeking
<i>How do our seasons change? (Seasonal changes)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Rocks, fossils and soils (Rocks)</i>	Identifying, classifying and grouping Research using secondary sources Comparative and Fair Testing	<i>Life cycles (Living things and their habitats)</i>	Identifying, classifying and grouping Research using secondary sources
<i>How can we use materials around us? (Everyday materials)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Scientists and inventors (Working scientifically)</i>	Comparative and Fair Testing Observing over time Pattern Seeking	<i>Super scientists (Working scientifically)</i>	Comparative and Fair Testing Observing over time
<i>What can we do with materials? (Everyday materials)</i>	Identifying, classifying and grouping Observing over time Research using secondary sources Pattern Seeking Comparative and Fair Testing	<i>Habitats/Food chains (living things and their habitats)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Properties of Materials (Properties and changes of materials)</i>	Identifying, classifying and grouping Research using secondary sources
<i>What is a habitat? (Living things and their habitats)</i>	Identifying, classifying and grouping Research using secondary sources	<i>Eating and Digestion (Animals, including humans)</i>	Observing over time Identifying, classifying and grouping Research using secondary sources	<i>Changes in Materials (Properties and changes of materials)</i>	Identifying, classifying and grouping Observing over time Comparative and Fair Testing Pattern Seeking

Science Key Concepts

1. Identifying, classifying and grouping
2. Research using secondary sources
3. Comparative and Fair Testing
4. Observing over time
5. Pattern Seeking



How does your garden grow? (Plants)	Identifying, classifying and grouping	Circuits and conductors (Electricity)	Comparative and Fair Testing	Adaptation and Evolution (Evolution and inheritance)	Identifying, classifying and grouping
	Research using secondary sources		Observing over time		Research using secondary sources
What will help your garden grow? (Plants)	Identifying, classifying and grouping	Plants (Plants)	Identifying, classifying and grouping	Classification (Evolution and inheritance)	Identifying, classifying and grouping
	Research using secondary sources		Comparative and Fair Testing		Research using secondary sources
	Comparative and Fair Testing		Observing over time		
	Observing over time		Research using secondary sources		
	Pattern Seeking				
	Changing sound (Sound)		Comparative and Fair Testing	Electricity (Electricity)	Comparative and Fair Testing
			Observing over time		Observing over time
			Pattern Seeking		Pattern Seeking
	States of Matter (States of matter)		Comparative and Fair Testing	Light (Light)	Comparative and Fair Testing
			Observing over time		Observing over time
			Research using secondary sources		Pattern Seeking
Pattern Seeking					

At D'Eyncourt Primary School, the children learn through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. As part of our conceptual curriculum we involve the use of specific key questions which focus upon factual, conceptual and debatable content. Concepts are returned to throughout the year groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory. Please find below are a list of concepts that the children at D'Eyncourt Primary School focus upon in Science and our reasoning behind their choice.

Identifying, classifying and grouping	Making observations to name, sort and organise items.
Research using secondary sources	Using secondary sources of information to answer scientific questions.
Comparative and Fair Testing	Changing one variable to see its effect on another, whilst keeping all others the same.
Observing over time	Observing changes that occur over a period of time ranging from minutes to months.
Pattern Seeking	Identifying patterns and looking for relationships in enquiries where variables are difficult to control.

