

St. Andrew's N.S.



Science Policy

This policy should be read in conjunction with all other school policies.

Policy Ratified

September 2018

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Introductory Statement

This policy has been drafted taking into account relevant guidelines and legislation, as well as the custom and good practice of the school. This policy was presented to all staff, Board of Management and Parent Teacher Association Committee nominees, prior to its distribution to the general body of parents. Any relevant and appropriate comments and suggestions were included in this policy.

Rationale

This policy is an outline of how St Andrew's National School proposes to implement the Science Curriculum in order to give each child the opportunity to achieve his/her potential in the area of science.

Vision

In St. Andrew's N.S Science is taught in a child-centred manner which aims to enable each pupil to acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stage of development. We regard this curricular area as making a unique and vital contribution to the holistic development of the child.

Aims

- To ensure that a whole school approach is taken in the planning for science in the individual classes
- To ensure that the relevant aspects of the science curriculum are covered by each of the class groupings
- To develop knowledge and understanding of scientific and technological concepts through the exploration of human, natural and physical aspects of the environment.
- To foster the child's natural curiosity, so encouraging independent enquiry and creative action
- To help the child to appreciate the contribution of science and technology to the social, economic, cultural and other dimensions of society
- To encourage the child to behave responsibly to protect, improve and cherish the environment and to become involved in the identification, discussion, resolution and avoidance of environmental problems and so promote sustainable development

Content of Plan

Please see appendix 1 and 2 for detailed content for each class.

The children will be encouraged to work scientifically and depending on their developmental stage, developing the following skills:

Questioning, observing, predicting, investigating and experimenting, estimating and measuring, analysing (sorting and classifying, recognising patterns, interpreting), recording and communicating.

The children will be involved in designing and making and depending on their developmental stage, developing the following skills:

Exploring, planning, making, evaluating.

The science skills above will be developed as work is completed on the strands and strand units of the curriculum outlined below:

Strands and Strand Units

Strands

Living things

Energy and force

Materials

Environmental awareness and care

Strand Units

Human life, plant and animal life

Light, sound, heat, magnetism and electricity, forces

Properties and characteristics of materials, materials change

Environmental awareness, science and the environment, caring for the environment

Individual Teacher Planning and Reporting

Each class teacher is responsible for planning and implementing the science curriculum in their class. They should make reference to appendix 1 (Junior Infants to 2nd class) or appendix 2 (3rd class – 6th class) when planning to ensure that all relevant areas are covered and that all overlap of topics is pedagogically sound.

The class teacher is also responsible for submitting progress reports in the area of Science to the Principal of the school.

Teachers should refer to http://www.pdst.ie/sites/default/files/scienceallstrands_0.pdf for easy to use glance cards outlining the skills that children are expected to attain at the various class levels.

'Teachers are advised to pay particular attention to this feature of the curriculum when planning their work. It is important that teachers are fully aware of the level of knowledge and understanding required of the child in previous class levels as it will inform current planning. It is also important that teachers are familiar with what the children will be learning after the present class level so that they can prepare the child adequately for further learning. Awareness of the curriculum content which precedes and follows the current class content ensures progression in teaching and learning, and minimises unnecessary duplication.' (taken from PDST science curriculum glance cards document on pdst.ie)

Organisation and Teaching Methodologies

A variety of approaches will be used to facilitate the efficient implementation of the science curriculum. The approaches chosen by the teacher should enable the children to work scientifically in a variety of contexts, to undertake practical activities and to tackle open-ended problems and investigations. The approaches should accommodate the different learning styles of the children. They should allow the children the excitement of finding out for themselves, enable the pupils to work on their own problems as far as possible, encourage children to pose their own questions, use children's ideas as a basis for activities. Children should be encouraged to use their own ideas, test and perhaps change their ideas. Among the approaches that are particularly appropriate for facilitating practical work in science are:

a) The investigative approach

Science investigations provide children with opportunities to use and apply concepts while solving a problem that has been set for them by the teacher or posed by themselves. Depending on the situation teachers will use a combination of closed and open-ended activities. Closed activities help children discover or learn a pre-determined idea or procedure. Open-ended activities or investigations

encourage the pupils to work scientifically and to raise their own ideas and questions, which will then be tested or investigated. Broad or open questions are designed to place the responsibility for thinking on the pupil. They foster divergent thinking.

b) The teacher-directed approach

This approach involves the teacher telling or showing the children what to do and in observing their progress. This is a useful approach when the teacher wishes to demonstrate skills of using thermometers, separating substances, heating materials or other activities that may involve potential hazards or require the use of delicate or expensive resources. Certain aspects of the science curriculum may not lend themselves to investigative work by pupils.

Direct teaching is appropriate for use when clarifying concepts being investigated and ensuring that safety practices are being applied.

At different times during the science lesson the children may work as a whole class, in small groups, as individuals, to facilitate the most effective management of the lesson.

Differentiation

Taking into account the developmental level of the individual pupils within the class, in so far as is possible, the curriculum will be differentiated as appropriate to enable all children within each class to achieve their potential in the area of science.

The lessons will be differentiated in content, in the amount of work required to be completed and in any other way that the teacher considers to be of benefit to the individual pupil's needs.

Linkage and Integration

Integrated learning both within subjects and between curricular areas, is an important principle of the curriculum.

Where the individual teacher sees fit the science curriculum may be integrated with the rest of the curriculum in the following manner:

- c) thematically – across a number of areas of the curriculum
- d) cross curriculum – integrating one or more other subjects with the science lesson content. Science has special links with SPHE, visual arts, mathematics and language.
- e) within SESE – integrated with History or Geography. For example: The close alignment of skills outlined in the sections 'Working scientifically' and 'Geographical investigation skills' demonstrates how the processes of science can be applied to geographical investigations.
- f) within the science curriculum. For example studies based on the strand *Living things* will give rise to the consideration of topics delineated in *Environmental awareness and care*.

The effective integration and linkage of science with other subject areas requires a carefully thought approach to planning the lessons and themes. These plans should be included in the class yearly schemes.

Assessment and Record Keeping

A number of techniques will be used in collecting and recording information about pupil progress in science. Each has its contribution to make in assisting the teacher in assessing progress, identifying difficulties, communicating to the pupil, parent and others and in planning further learning for the child.

- a) **Teacher observation**
Information gained from the children's participation in science activities, their questions, predictions, hypotheses, discussions, explanations, drawings, models, writings and artefacts provide important information about their progress in achieving the objectives of the science curriculum.
- b) **Teacher designed tasks and tests**
Teachers will use a wide variety of activities to introduce the children to the units of the science curriculum. The active learning situations in which these will take place can be used to assess the progress of individuals and groups and can facilitate the evaluation of the development of children's skills and attitudes.
- c) **Concept mapping**
Concept maps are schematic representations of relationships between concepts. Usually the starting point for drawing a concept map is a list of concept words which are known to the children and which can be linked together. The children are asked to then draw lines linking the concepts and to write joining words on their lines. The results can be analysed to give insight into the relationships which the children see between things. Concept mapping at the beginning of a unit of work and again at the end can give an indication of how much has been learned and understood.
- d) **Work samples, portfolios and projects**
The collection of samples of the children's work in portfolios provides one of the most important tools of assessment in science. The portfolio should contain samples of work that reflect a wide range of tasks which may be compiled by the teacher or older child, enabling balanced monitoring of the child's progress in knowledge and skills to be made in the context of the scientific topics with which he/she is familiar. The cumulative record of the child's work allows the teacher to make an informed professional judgement about the child's progress and his/her readiness for further learning experiences. It will provide a basis for reporting to parents and others.
- e) **Curriculum profiles**
The profiles consist of descriptions of the range of knowledge, skills and attitudes that might be expected of children at different stages of development. Teachers seek to match their observations of pupils to the indicators in the profiles as work on units is in progress or is completed and at other regular intervals. Reviewing the child's portfolio of work allows the teacher to update the curriculum profile and this information can be added to the body of information used to assess a pupil's progress.

Equality of Access

In line with the school's equality statement every effort is made to affirm the roles of women, men and children in a local, national and international context. In St Andrew's all pupils participate in all aspects of school life on an equal basis. We believe that Science affords an opportunity to affirm the contribution of people of diverse cultures, races, creeds and genders.

Organisation

Timetable

A minimum of 3 hours per week of discrete SESE time in the full day and 2 hours 15 minutes in the short day (infant day) are available to each class. This time is divided between Science, History and Geography. It can be divided equally between the subjects weekly and where desirable it can be blocked. For example to work on a particular science theme a teacher may choose to use all of the class SESE time for a week or two on Science. S/he would then block some time later in the term/year for History and Geography. In some areas the SESE subjects may overlap, giving the opportunity for integration and sharing the time allocated.

Resources

A comprehensive set of resources is available in the science section of the main school storeroom. These resources are for the use of and available to all staff. These resources are updated as often as is possible. Perishable resources are replaced by staff members when necessary.

The following is a list of some of the resources available in school to help with implementing the science curriculum:

Topic	Sample of Equipment Needed Please note that the above constitutes a sample of the resources available within the school.
a) Electricity	Batteries, wires, switches, buzzers, battery holders, torches, bulbs etc
a) Magnetism	Assorted magnets, iron filings cases, magnetic marbles, compasses
b) Light	Assorted prisms, assorted mirrors, magnifying glasses, colour paddles
c) My body	Mini torso – removable lungs, heart, stomach, liver with gall bladder, part of intestine Model of ear, eye, teeth
d) Materials	Rocks and minerals for identification
e) Environment	School Garden , Globe, planets model, weather vane, window thermometer, butterfly garden, hand lenses, bug viewers

f) Measuring	Assorted measuring containers, meter sticks, trundle wheel, assorted weighing scales, spring balances, thermometers, sand timers, assorted clocks, microscope
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Health and Safety

A safe working environment and safe ways of working should be encouraged at all levels. During designing and making activities children will work with a wide variety of materials and tools. The teacher should demonstrate the safe use of tools before allowing their use in designing and making tasks. Tools and other hazardous equipment need to be stored in a secure area and children should only have access to these items of equipment when supervised. The cultivation of a safe working environment is of paramount importance when implementing the science curriculum.

Work on electricity at all levels will involve the use of batteries. The following safety procedures should be observed:

- a) Batteries must not be cut open
- b) Batteries should be disposed of in a safe manner.
- c) Rechargeable batteries should not be used
- d) Leads, composed of lengths of insulated wire, will be necessary for making circuits. The teacher or specially designated adult can strip the plastic covering from the leads using wire cutters and strippers or a sharp scissors. Children should never undertake this task.

Continuing Professional Development (CPD)

The attendance by staff at professional development courses in the area of science will be encouraged by the Board of Management in so far as is possible.

Parental Involvement

Parents are asked to support their children in the area of science by exploring topics in response to their questions and facilitating their research. Parents may be invited to Science open days. Parents/guardians with particular skills in the area of science may be invited to come and share their expertise with the children.

Parents/guardians may be invited to assist with school tours and other activities.

Community Links

Members of the public with particular skills in the area of Science may be invited to come and share their expertise with the children.

Success Criteria

We will evaluate the success of this policy by reflection on:

1. The delivery of the science curriculum in the school.
2. Assessment of the learning of the children in the curriculum area of science
3. Feedback from staff

Implementation and Review

This policy will be implemented following ratification by the BOM in September 2018.

Roles and Responsibilities

Board of Management: ratification

Staff: implementation

Principal/ Deputy: Review in 2020

Ratification and Communication

The policy will be available to the school community on the school website. All concerns and suggestions will be taken on board and the policy amended where appropriate or during a subsequent review.

Ratified by the BOM

Signed: _____

Date: _____

Chairperson

Appendix 1 (Content for Junior Infants – 2nd Class)

Science Junior Curriculum

Junior Infants	Senior Infants	First Class	Second Class
Strand: Living things Strand Unit: Human life			
<ul style="list-style-type: none"> • Healthy habits • Body parts • Eyes • What I can do with my body • Requirements for growth in humans 	<ul style="list-style-type: none"> • Importance of food for energy • Action of muscles bones and joints • Requirements for growth in humans 	<ul style="list-style-type: none"> • External Body parts • What we can do with our body • 5 senses • Teeth • Requirements for growth in humans 	<ul style="list-style-type: none"> • 5 senses and our environment • Requirements for growth in humans
Strand: Living things Strand Unit: Plants and Animals			
<ul style="list-style-type: none"> • identify what happens to trees in each season • identifying if something is alive • Hedgehog food and hibernation • What plants need • Animal colours • Identifying names of adult and parent animals • Life cycle of Robin Red Breast • Looking after a dog • A bugs life • Colourful butterfly 	<ul style="list-style-type: none"> • environmental impact on plants and animals • sorting living things into sets according to observable features. • Discuss food chains 	<ul style="list-style-type: none"> • Autumn leaves • Hibernation • Signs of the seasons • All living things grow and change • A bats life • Looking after pets • Food pyramid • Whether food comes from plants or animals • Reindeer • How animals keep warm in winter • Habitats – animals adaptation to their habitats • Life cycle of a dandelion • Minibeasts • Fruits and seeds • Growing seeds and bulbs and vegetables (garden) 	<ul style="list-style-type: none"> • Mini beasts • What plants need to grow • Migration • Signs of the seasons • Hibernation hedgehog • Habitats • Parts of plants and animals • The crow • Irish Trees • Seashore – observe identify and explore • Growing seeds and bulbs and vegetables (garden) • Life cycle of butterfly
Strand: Energy and Forces Strand Unit: Light			
<ul style="list-style-type: none"> • Recognise that light comes from different sources. • Day and night • Identify and name different colours • Sort objects into sets according to colour • Observe colours in the local environment • shadows 	<ul style="list-style-type: none"> • Recognise that light comes from different sources. • Day and night • Identify and name different colours • Sort objects into sets according to colour • Observe colours in the local environment • shadows 	<ul style="list-style-type: none"> • recognise light comes from different sources • recognise light is needed to see • tracing experiment with different materials • sun gives us heat and light • dangers of looking directly at the sun 	<ul style="list-style-type: none"> • sun and planet earth in space • the solar system • shadows
Strand: Energy and Forces Strand Unit: Sound			
<ul style="list-style-type: none"> • Recognise and identify a variety of sound in the environment • Making sounds 	<ul style="list-style-type: none"> • Recognise and identify a variety of sound in the environment • Making sounds • Making shakers etc 	<ul style="list-style-type: none"> • Make a percussion instrument drum • Sound walk • Listen for loud and quiet sounds • Making sounds in 	<ul style="list-style-type: none"> • Make a box guitar using elastic bands • Exploring sounds through music

		<ul style="list-style-type: none"> different ways How we make sound with our voices 	
Strand: Energy and Forces Strand Unit: Heat			
<ul style="list-style-type: none"> Talk about the weather 	<ul style="list-style-type: none"> Keeping warm in cold weather Dressed for the weather Heating and cooling – snowmen, water 	<ul style="list-style-type: none"> Things that are Hot and cold Where heat comes from in your home, in your school and outside Thermometer how to use it measuring temp inside and outside 	<ul style="list-style-type: none"> Heating and cooling - The sun
Strand: Energy and Forces Strand Unit: Magnetism and Electricity			
<ul style="list-style-type: none"> Explore with magnets Lang attract 	<ul style="list-style-type: none"> Investigate that magnets attract Dangers of electricity 	<ul style="list-style-type: none"> Find things that are magnetic Expt to get paper clip out of glass of water Discuss poles in magnetism Dangers of electricity 	<ul style="list-style-type: none"> Explore the effects of static electricity Awareness of uses of electricity in school and home Dangers of electricity
Strand: Energy and Forces Strand Unit: Forces			
<ul style="list-style-type: none"> Can wind move these things Does it fly Can it roll Floating and sinking 	<ul style="list-style-type: none"> Pushing and pulling 	<ul style="list-style-type: none"> Floating and sinking – plasticine boat and pea expt How you can make things move with air Pushing and pulling 	<ul style="list-style-type: none"> Movement of objects such as toys on various materials and surfaces
Strand: Materials and Properties Strand Unit: Characteristics of Materials			
<ul style="list-style-type: none"> What am I made of Describe and compare and investigate properties and characteristics of materials wood, metal, glass and plastic Classroom materials hunt 	<ul style="list-style-type: none"> Investigate materials for properties of materials – will they soak up water? Woolly jumpers Observe and describe materials when they are wet and dry Identify some materials that are waterproof 	<ul style="list-style-type: none"> Melting – different food items liquids and solids Look at different fabrics and decide which would be best for differing seasons. Pack a suitcase for a trip to a cold place Materials around my school – inside Labelling of different materials used to make objects Describing materials Materials in the home Materials used in the construction of school building and house. Homes around the world etc. Mixing paints to make new colours Making playdough 	<ul style="list-style-type: none"> Explore ways in which liquids and solids may be kept hot or cold. Look at different fabrics and materials to keep cool in hot climates – shade to keep cool and cotton fabrics etc Pack a suitcase for a trip to a hot place Materials around my school – outside Examining materials used in classroom objects Language and understanding of Opaque transparent, flexible and waterproof Begin to distinguish between man made and natural materials Identify and investigate materials which are waterproof or absorb water Investigate the

			<p>characteristics of different materials when wet and dry</p> <ul style="list-style-type: none"> • Begin to explore how different materials may be used in the construction of homes suited to their environment – eg slates, glass, wood, plastic • Making icing
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Strand: Environmental Awareness and Care

<ul style="list-style-type: none"> • Observe, discuss and appreciate the attributes of the local environment <p>Beauty and diversity of plants and animals in a variety of habitats.</p> <ul style="list-style-type: none"> • Appreciate that people share the environment with plant and animal life. • Develop a sense of responsibility for taking care of and improving the environment 	<ul style="list-style-type: none"> • The effect of human activity on the environment. Eg litter and buildings etc • Keeping safe – things that are safe and dangerous • How can we keep our school safe and happy • Identify, discuss and implement simple strategies for improving and caring for the environment <p><i>Things I can do</i> <i>Caring for clothes, toys and other possessions</i> <i>Keeping home, garden, classroom and street clean and tidy</i> <i>Caring for living and non living things</i></p>	<p>See Strand Living Things for details</p> <ul style="list-style-type: none"> • identify, discuss and appreciate the natural and human features of the local environment – trees in the natural environment, nature walk, work places • observe and develop an awareness of living things in a range of habitats in local and wider environments • observe similarities and differences among plants and animals in different local habitats • develop an awareness that air, water, soil, living and non-living things are essential to the environment • begin to recognise that people, animals and plants depend on one another • realise that there is both an individual and a community responsibility for taking care of the environment <p><i>school garden, green schools</i></p> <ul style="list-style-type: none"> • identify, discuss and implement simple strategies for improving and caring for the environment caring for clothes, toys and other possessions caring for living things in the locality keeping home, classroom, school and play spaces clean, tidy and safe • identify and help to implement simple strategies for protecting, conserving and enhancing the environment planting trees, flowers developing a school garden engaging in anti-litter campaigns • become aware of ways in which the environment can 	<p>See strand living things for details</p> <ul style="list-style-type: none"> • Similarities and differences in local environments, identify, discuss and appreciate the natural and human features of the local environment • observe and develop an awareness of living things in a range of habitats in local and wider environments • observe similarities and differences among plants and animals in different local habitats • develop an awareness that air, water, soil, living and non-living things are essential to the environment • begin to recognise that people, animals and plants depend on one another • realise that there is both an individual and a community responsibility for taking care of the environment <p><i>school garden, green schools</i></p> <ul style="list-style-type: none"> • identify, discuss and implement simple strategies for improving and caring for the environment caring for clothes, toys and other possessions caring for living things in the locality keeping home, classroom, school and play spaces clean, tidy and safe • identify and help to implement simple strategies for protecting, conserving and enhancing the
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		<p>be polluted or harmed litter, pollution, vandalism.</p> <ul style="list-style-type: none"> • Some things we do are good for our world and some are bad and why • Water conservation 	<p>environment planting trees, flowers developing a school garden engaging in anti-litter campaigns</p> <ul style="list-style-type: none"> • become aware of ways in which the environment can be polluted or harmed litter, pollution, vandalism. • Water conservation
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Appendix 2 (content for 3rd Class – 6th Class)

Science Policy Senior Curriculum

Third Class	Fourth Class	Fifth Class	Sixth Class
Strand: Living things Strand Unit: Human life			
<ul style="list-style-type: none"> Teeth Basic bones Basic respiratory 	<ul style="list-style-type: none"> Importance of food for energy Action of muscles bones and joints 	<ul style="list-style-type: none"> Digestive system introductory 	<ul style="list-style-type: none"> Skeleton Immune System Skin Reproductive system Digestive system Respiratory system Brain blood
Strand: Living things Strand Unit: Plants and Animals			
<ul style="list-style-type: none"> identify leaves and seeds parts of a tree and their functions observe and identify and investigate animals living in local environment understand that plants use light energy simple food chains factors that affect plant growth seashore investigation 	<ul style="list-style-type: none"> photosynthesis environmental impact on plants and animals sorting living things into sets according to observable features. Discuss food chains 	<ul style="list-style-type: none"> mini beasts interdependence between plants and animals in the garden characteristics of major groups of living things hedgerow habitat grassland habitat 	<ul style="list-style-type: none"> algae and fungi flora and fauna (mammals) seashore investigation
Strand: Energy and Forces Strand Unit: Light			
<ul style="list-style-type: none"> Transparency, translucency, reflectors 	<ul style="list-style-type: none"> splitting light – prism. Light as form of energy sun as source of energy intro only 	<ul style="list-style-type: none"> mixing light role of sunlight in photosynthesis refraction of light 	
Strand: Energy and Forces Strand Unit: Sound			
<ul style="list-style-type: none"> Sound as a form of energy Recognise and identify a variety of sound in the environment 	<ul style="list-style-type: none"> Making string instruments How sound travels through materials 	<ul style="list-style-type: none"> Recognise that sounds can be made by vibration Making woodwind instruments Importance of hearing 	
Strand: Energy and Forces Strand Unit: Heat			
<ul style="list-style-type: none"> Measure changes in temperature using a thermometer 	<ul style="list-style-type: none"> Identify ways in which buildings, homes and materials are heated 	<ul style="list-style-type: none"> Transferral of heat energy Insulators and conductors – most suitable materials expt. Designing suitable insulation container. Measuring 	

		temperature	
Strand: Energy and Forces Strand Unit: Magnetism and Electricity			
<ul style="list-style-type: none"> • Explore how magnets have poles how these poles attract and repel each other • Explore the relationship between magnetism and compasses • Dangers of electricity • Investigate current electricity by constructing simple circuits. Light house experiment otherwise liaise with 6th class teacher to avoid repetition. 	<ul style="list-style-type: none"> • Investigate that magnets attract materials through other materials • Dangers of electricity 	<ul style="list-style-type: none"> • How common electrical appliances work • Dangers of electricity 	<ul style="list-style-type: none"> • Electromagnetism • Magnets can push or pull magnetic material • How magnets can be made • How they can lift and hold objects • Learn about electrical energy • Investigate current electricity by constructing simple circuits • Dangers of electricity • Using a compass to follow prescribed bearings
Strand: Energy and Forces Strand Unit: Forces			
<ul style="list-style-type: none"> • Investigate falling objects – simple parachute expt.+ 	<ul style="list-style-type: none"> • Investigate the pushing force of water • Compare floating and sinking in fresh and salty water • Design and make a boat • Explore how objects may be moved by pushing and pulling twisting and stretching by machines – simple Norman pulley expt only 	<ul style="list-style-type: none"> • Friction – explore how it can generate heat. 	<ul style="list-style-type: none"> • Friction – slowing, stopping moving objects, parachute, brakes, air resistance streamlining • Recognising gravity is a force • Developing awareness that objects have weight because of the pull of gravity • Pushing and pulling, wheels axles gears. • Levers and lifting • Design and make a toy using a lever
Strand: Materials and Properties Strand Unit: Characteristics of Materials			
<ul style="list-style-type: none"> • Investigating how materials may be changed by mixing. Making slime, mixing coke and mentos making bubbles, • Identifying and investigating common materials in the immediate environment 	<ul style="list-style-type: none"> • Investigate how materials may be used in homes and other structures and everyday appliances • Investigate the suitability of different types of clothes for variations in temperature. • Investigate how materials may be changed by mixing • Explore some simple ways in which materials may be separated. Eg allowing sediment to settle in a jar, separating water and salt through evaporation, using sieves 	<ul style="list-style-type: none"> • Group materials according to their properties and/or composition • Materials which decay naturally and others which survive a long time • Recognise that a gas such as air occupies space has mass and exerts pressure • Air is composed of different gasses • Practical applications for the gasses. Use of CO₂ in fire extinguishers and fizzy drinks. 	<ul style="list-style-type: none"> • Recognise how heating and cooling can be used to preserve food. • Recognise the effect of heating and cooling on food for human consumption (food safety)

Strand: Environmental Awareness and Care

<ul style="list-style-type: none"> • Fostering an appreciation of the ways in which people use the earth's resources (conservation) • The effect of human activity on the environment • Begin to explore and appreciate the application of science and technology in familiar contexts eg at home cooking, heating, computers etc • Environmental awareness all strand units • Caring for the environment all strand units. 	<ul style="list-style-type: none"> • Fostering an appreciation of the ways in which people use the earth's resources (conservation) • The effect of human activity on the environment • Identify some ways in which science and technology contributes positively to society. • Environmental awareness all strand units • Caring for the environment all strand units 	<ul style="list-style-type: none"> • Identify an environmental issue • Fostering an appreciation of the ways in which people use the earth's resources (conservation) • The effect of human activity on the environment • Explore some examples of living and non living aspects of the local environment. • Explore the origins of materials and how they are used. • Appreciate the application of science and technology in familiar contexts. • Caring for the environment all strand units 	<ul style="list-style-type: none"> • Energy use and evaluation of the importance of and how to conserve energy • Renewable energy v non renewable energy • Looking into the formation of fossil fuels and the effect that they have on the environment. • Fostering an appreciation of the ways in which people use the earth's resources (conservation) • The effect of human activity on the environment • Appreciate the contribution of scientists to society • Caring for the environment all strand units
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