Science Year Group Assessment Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Observations and questioning throughout. Activities and opportunities for children to name parts of a plant (orally and written), sequence the stages of plant/human/animal life cycle, children to sort clothes / weather with seasons, draw and record their own observations made whilst outside in the natural world.					
Willow **(Year 1 units)**	**Changing Seasons** Cut and stick four pictures of clothes needed for each season. Write a sentence about choices.	**Identifying Materials** Test materials to find which one will absorb water best. Complete the report writing frame to show results.	**Comparing Materials** Test a selection of materials and then use one to make a badge that will help drivers see them in the dark. Explain their choice.	**Types of Animals** Complete a writing frame to report to aliens about the different animal groups on Earth.	**Parts of Animals** Write the five senses and the body parts used. Complete the sentences about their favourite and least favourite smell.	**Plants** Plant quiz 2- range of questions including labelling plant parts, ordering the growth process and identifying the best conditions for growth.
Maple Class **(Year 2 units)**	**Changing Shape** Complete the writing frame to explain their material choices for different fairground rides.	**Uses of Materials** Investigate three different materials for sports balls and record the findings on the investigation sheet.	**Living Things** Write a letter to explain how animals including humans have a life cycle. Add a labelled life cycle for an animal of their choice.	**Habitats** From a given scenario, choose an animal and write a description of their habitat, with reasons for identified features.	**Feeding and Exercise** Draw and label a healthy meal for a TV cookery show. Add two sentences to explain what we need to eat and do to keep healthy.	**Growing Plants** Write a letter to explain how to make an investigation fair. Include a prediction.
Oak Class **(Year 3 units)**	**Movement and Feeding** Draw and label diagram of a human skeleton. Identify the bones that provide protection and support movement.	**Magnets and Forces** In groups, discuss and conduct a test to explore which surface increases the speed marbles travel. Record the results and write instructions for others to use.	**Rocks and soils** Plan an investigation to show why water stays in a rock pool but not on the sand. Write a paragraph for an information book about properties of rocks.	**Light and shadows** Investigate the best materials to form a shadow. Write an email to explain the findings and include how shadows are formed.	**What plants need** Explain what plants need to keep a plant healthy. Plan an investigation to find out the best way to revive a wilted plant, including a prediction.	**Parts of plants** In groups, children should discuss, plan and conduct a test to explore which seed is best at dispersing in different ways. Write a short report on the findings.

Rowan Class **(Year 4 units)**	**Human Nutrition** Complete the table about teeth. Name the different types of teeth, what they look like, what jobs they do and why it is important to look after them.	**Grouping Living Things** Use the pictures of Australian animals – group them and create an identification key using four pictures.	**Dangers to Living Things** Identify producer, consumer, predator, prey from picture cards. Complete the letter writing frame to explain how to form a food chain.	**Sound** With a glockenspiel, guitar and recorder to look at, complete the writing frame about how each instrument produces a sound and how the pitch is changed.	**Electricity** List reasons why a bulb won't light in a circuit. Draw a diagram of a complete circuit with a switch and write a set of instructions to help others.	**Changes of State** Investigate the melting and setting times for milk, white and dark chocolate. Complete the writing frame to share the results.
Beech Class **(Year 5 units)**	**Forces** Carry out a fair test to investigate if a trapeze swing changes when items of different masses are swinging. Complete the report writing frame to explain the results	**Separating Mixtures** Complete the instructions sheet to clearly explain how to clean the polluted water from the scenario given. Include diagrams and predictions for each stage.	**Types of Change** In groups, discuss, plan and complete an investigation to identify a substance left at a crime scene. A crime lab report should be completed to record their findings.	**Earth and Space** Complete a video blog script to explain a reason for completing space exploration, the positive and negatives of doing so and how day and night happen on Earth.	**Life Cycles** Research the life cycle of a spider and then compare this to the life cycle of a mammal. Present your information as poster or information leaflet.	**Materials** Draw a simple classification key to show which material is best for a harness. Test the strength of different threads, display the results in a table and write a conclusion.
Sycamore **(Year 6 units)**	**Light and Sight** Write a paragraph to explain why the Winter Olympic ski team need to wear sunglasses, using a diagram to show how the sun behaves when it hits the snow.	**Changing Circuits** Use equipment to investigate how to make a buzzer louder and a light dimmer. Write a report to present the results. Word bank given.	**Our Bodies** Write a paragraph to explain what the heart does and how it works. Include a diagram and additional tips for keeping healthy.	**Evolution and Inheritance** Research the evolution of peppered moths and complete the writing frame to share the findings. Complete this activity again using an animal of their own interest.	**Classifying Living Things** Using a given set of picture cards, write a set of instructions for a classification game. Include a set of answers with explanations why they make a pair.	**Review and celebration** Create a poster and presentation about one particular area of science, of their own choice.
This has been planned using Pearson's Science Bug scheme of work.						