

Science Golden Threads and Sticky knowledge

Golden Thread:

1. Can everything be proven?

Sticky Knowledge linked to the Golden Threads

Buttercups – Reception

	Autumn	Spring	Summer
Can everything be proven?	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Know some similarities and differences between the natural world around them and contrasting environments.	Explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Poppy - Year 1/2

	Cycle 1			Cycle 2		
Can everything be proven?	Carry out a fair test and discover what plants need to survive.	Ask simple questions and use secondary sources to find information.	Be able to observe and group living things into animal classifications.	Be able to name light sources and understand transparent, translucent and opaque.	Use simple data to describe the importance of exercise and eating healthy, including the impact this has upon the body	Recognise that sound is created by waves and vibrations and demonstrate this using simple equipment.

Willow – Year 3/4

	Cycle1			Cycle 2		
Can everything be proven?	Compare and group together different types of rocks based on their physical properties.	<p>Term 1: Investigate the requirements of flowering plants and identify the main parts and functions.</p> <p>Term 2: Identify key classification groups for animals and living things.</p>	Carry out a fair test to identify whether materials are solids, liquids or gasses.	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Explain how things move and identify the force in action.	Describe the simple functions of digestive system in animals and humans.

Oakwood - Year 5/6

	Cycle 1			Cycle 2		
Can everything be proven?	<p>Term 1 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Term 2</p>	<p>Term 1 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Term 2 -identify the effects of air resistance</p>	Term 1/2 describe the life process of reproduction in some plants and animals	<p>Term 1 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Term 2 describe how living things are classified</p>	<p>Term 1 recognise that light appears to travel in straight lines</p> <p>Term 2 describe the changes as humans develop to old age</p>	<p>Term 1 Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Term 2</p>

	use recognised symbols when representing a simple circuit in a diagram.	and friction, that act between moving surfaces		into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals		use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
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