Nourishing the fitrah of each unique child

Science Policy

"Verily! In the creation of the heavens and the earth, and in the alternation of night and day, there are indeed signs for people of understanding. Those who remember Allaah standing, sitting, and lying down on their sides, and think deeply about the creation of the heavens and the earth, (saying): "Our Lord! You have not created (all) this without purpose, glory to You!"

(Surah Al Imran: 190 - 191)

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Science Policy

At Unique Academy, we understand that science education is an important part of our appreciation of the environment in which Allaah created for us to dwell within. Learning about science enables us to interpret the world and we must utilise real experiences whenever possible. Science education offers practical opportunities for careful observation, measurement, experimentation and communication in a variety of forms.

Aims

We aim to:

- Give children many different experiences which can be recorded in many different ways.
- Help children to develop scientific skills and knowledge.
- Teach children to use equipment safely.
- Enable children to have an understanding of the world around them.
- Teach in a way that allows children to be able to work both independently and collaboratively to develop enquiring minds.
- Help build children's confidence to select the most appropriate tools, techniques and materials themselves.
- Promote the children's understanding and use of scientific language.
- Foster confidence in and enjoyment of science.

Intent

At Unique Academy, is it our intention to develop young children's lifelong curiosity and interest in the sciences, as it is encouraged in the Qur'aan for us to observe, ponder, reflect and think deeply about the creation of the heavens and earth. When planning for the science curriculum, we intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. Children will learn to consolidate and retain the science knowledge they have learnt and teaching will also reinforce key scientific vocabulary from each unit. Our Science schemes of work will ensure that children have a varied, progressive and well-mapped-out science curriculum that provides the opportunity for progression across the full breadth of the science national curriculum for KS1 and KS 2.

In Reception, the children follow the Early Years Foundation Stage (EYFS) framework, where science makes a significant contribution to achieving the Early Learning Goal for Understanding the World.

Implementation

The acquisition of key scientific knowledge is an integral part of our science lessons. Children will also develop key scientific competencies such as how to hypothesise and predict, experiment and record. Children will learn to retain important, useful and powerful vocabulary and knowledge contained within each unit. The progression of skills for working scientifically will be developed through the year groups and scientific enquiry skills will be of key importance within lessons. The progression of these skills is set out in the Science Progression Map below. Each lesson has a clear focus. Scientific knowledge and enquiry skills developed with increasing depth and challenge as children move through the year groups. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit. Children will also have the opportunity to recap concepts where necessary. Our sequence of lessons helps to embed scientific knowledge and skills, with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding. We aim to ensure that activities are effectively differentiated so that all children have an appropriate level of support and challenge. Teachers are to be equipped with secure scientific subject knowledge, in order to deliver high-quality teaching and learning and to also be able to address possible scientific misconceptions in topics. Educational visits will be

undertaken where appropriate to stimulate children's interest. Unique Academy staff will try to teach in meaningful everyday contexts, so that children can relate science to their everyday life experiences.

Impact

At Unique Academy Science, progress is measured through a child's ability to know more, remember more and explain more. This can be measured by key questions which are embedded into the lesson for ongoing assessment. Attainment and progress is measured across the school using our assessment system (Target Tracker). The impact of using the full range of resources included in science will also be seen across the school with an increase in the profile of science. The learning environment across the school will be more consistent with science technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of science-specific home learning tasks. At Unique Academy, we would like children to develop confidence in their science knowledge and enquiry skills to be excited about science and to learn more. We would like children to see the relevance of what they learn in science lessons to real-life situations, realise the importance of science in the real world and develop an appreciation for Allaah and what He has created and facilitated for mankind.

Equal Opportunities

Equal opportunities in science education will be given to all children irrespective of their race, gender, culture or special needs.

Assessment and Record Keeping

Assessment will be ongoing, (at the end of each topic covered using Rising Stars Assessments) and will be made on Target Tracker at the end of each term, in relation to NC objectives.

Individual records will be kept, and passed on to the next teacher, at the end of the academic year. Staff will use samples of work they have kept to ensure a uniform level of expectation running through the school.

Cross-curricular links

Teachers should seek to provide links between Tawheed (monotheism) and Science. e.g. – understanding that Allaah is the Creator and Sustainer of all that is in the heavens and earth.

Teachers should seek to foster Literacy skills in Science and link Science to the teaching of hours. e.g. – presentation skills in writing an investigation. Writing flow diagrams for the water cycle.

Teachers should seek to foster Numeracy skills in Science and link Science to the teaching of Mathematics. e.g. – using a stopwatch and recording digital time. Reading/ writing/ interpreting graphs.

Computing should be used to enhance scientific learning and enquiry through the use of control equipment e.g. data logging.

The Learning Environment

The profile of science in the school reflects its place as a core subject. All classrooms have a science display showing the work being taught and incorporating a prominent display of the relevant scientific vocabulary and key questions. Resources for the block of work being covered should be appropriately accessible.

Resources

Resources will be kept in a dedicated resources room in clearly labelled storage boxes. Staff will be responsible for the tidiness and selection of resources as and when needed.

If any resource is used up, the school administrator should be notified to ensure prompt re-ordering. Suitable and helpful science texts and reading materials will be made available in the cupboard for staff to borrow.

Health and Safety

At Unique Academy staff will teach the children safe practice during science work. Children will:

- NOT be allowed to use sharp knives.
- Be instructed to wash their hands before and after handling foodstuffs and after handling soil and any other substances.

Any Health and Safety issues where uncertainty exists, should be clarified with the Headteacher.

Monitoring Of The Science Policy

The science policy will be monitored by the Headteacher.

Evaluation

The policy will be evaluated against certain criteria:-

- Results at the end of the academic year
- Progress made by the children on assessment.
- National Curriculum Science level descriptors
- Staff views and discussions.
- INSET or CPD undertaken by any staff members
- Work and planning scrutiny made by the Headteacher.

Science Curriculum Map

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Cycle A Year 1 /2	Everyday Materials	Human Senses	Seasonal Changes		Plant Parts	Animal Parts
Cycle B Year 1/2	Human Survival	Habitats	Uses if Materials	Plant Survival	Animal Survival	
Cycle A Year 3 / 4	Animal Nutrition and the Skeletal System		Forces and Magnets		Plant Nutrition and Reproduction	Light and Shadows
Cycle B Year 3 / 4	Food and the Digestive System	Sound	States of Matter	Grouping and Classifying	Electrical Circuits and Conductors	
Cycle A Year 5 / 6	Circulatory System		Electrical Circuits and Components		Light Theory	Evolution and Inheritance
Cycle B Year 5 / 6	Earth and Space	Forces and Mechanisms	Human Reproduction and Ageing		Properties and Changes of Materials	

Progression Map

EYFS

Science		
Three and Four-Year-Olds	Communication and Language	• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
	Personal, Social and Emotional Development	• Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.

Reception	Communication and Language		● Learn new vocabulary. ● Ask questions to find out more and to check what has been said to them. ● Articulate their ideas and thoughts in well-formed sentences. ● Describe events in some detail. ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Use new vocabulary in different contexts.
	Personal, Social and Emotional Development		● Know and talk about the different factors that support their overall health and wellbeing: ● regular physical activity ● healthy eating ● toothbrushing ● sensible amounts of 'screen time' ● having a good sleep routine ● being a safe pedestrian
	Understanding the World		● Explore the natural world around them. ● Describe what they see, hear and feel while they are outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them.
ELG	Communication and Language	Listening, Attention and Understanding	● Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, Social and Emotional Development	Managing Self	● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World	The Natural World	● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Overview:
This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use.

Vocabulary: **Materials; Natural materials; Human-made materials; Grouping materials; Properties of materials; Venn diagrams; Comparing and testing materials; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research**

Assessment outcomes: End of topic quiz

Lesson objective(s)	Suggested activities and differentiation	Resources
Creativity **Concept/Aspect** Report and conclude **Skill** **In this lesson children will:** • Talk about what they have done and say, with help, what they think they have found out. **Core knowledge** **By the end of this lesson children should know:** • Results are information that has been found out from an investigation.	Start the project by asking the children, 'What is a material?' Encourage them to share their ideas along with examples of materials they know from prior learning or experiences. Note down any materials they name on a whiteboard or large sheet of paper. Share the What are materials? video to help the children understand what materials are, some different types and how they are used. Discuss any new learning, then go on a materials hunt around the school. Challenge them to find, touch, compare and name (if possible) the materials that different objects are made from and take photographs for a display, adding captions written by the children.	• Camera or tablet
Lesson 1: Introducing natural materials **Science lesson (Year 1 ~ 1 hour)** Materials	Share the Natural materials presentation with the children to introduce them to a range of natural materials. Display some raw, natural materials alongside simple products made from natural materials and encourage children to explore them firsthand, using their senses and	• Selection of raw, natural materials, such as sand,

Investigation oncepts/Aspects **Identification and classification** **Measurement** kills **n this lesson children will:** • **Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock** • **With support, use simple equipment to measure and make observations.**	simple equipment, such as hand lenses and digital microscopes. Discuss their observations, the materials' similarities and differences, where the material comes from (ground, animal or plant), and ensure children can name the natural materials. Provide children with the Natural materials cut outs and ask them to match the materials and objects. Address any errors or misconceptions using the Natural materials answer sheet, before inviting the children to stick the matched pictures in their science books. At the end of the lesson, ask them to recall the names of some natural materials, adding them to the list that was started in the previous session.	water, metal ores, logs or timber, wool (unspun), stone and clay • Simple products made from natural materials, such as metal jewellery, wooden spoon, woollen hat, clay pot, rubber ball, leather belt, silk scarf, stone ornament and a cotton tea towel
Lesson 2: Human-made materials **Science lesson (Year 1 ~ 1 hour)** Investigation Materials oncepts/Aspects **Questioning**	Share the Human-made materials presentation to introduce children to the concept of new materials being made using natural materials. Discuss the materials detailed and ask children to recall their names, adding them to the class list previously generated. Display a range of simple but interesting objects made from human-made materials. Work with the class to name the materials, then allocate each object to a small group of children. Allow them to explore the object and material using all their senses. Provide each group with an Asking questions	• Simple but interesting objects made from human-made materials, such as ceramic

Identification and classification **kills** **n this lesson children will:** • **Ask simple scientific questions.** • **Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock** **ore knowledge** **y the end of this lesson hildren should know:** • **Question words include what, why, how, when, who and which.** • **A material is what an object is made from.** • **Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.**	template and a photograph of their object. Work with each group to record the material on the template. Stimulate discussion and questioning about the material, including how it is made, what it is made from, its features and its use in the object. Challenge them to think of at least one scientific question for each word in their template and scribe their questions. Bring the class together and encourage children to share their material and some of their questions. Children may know the answers to some of the questions, which they can share. Explain that during the project, they should revisit their questions regularly and see if they can answer them using new learning. Create a display of their Asking questions templates alongside the human-made materials. Note: During the project, answers to their questions can be added using sticky notes or by writing on a photocopy of their completed template. The children's questions could also be sent home to research with adult support.	ornaments; strong glass perfume bottles or vases; metal, plastic or wooden toys; synthetic fabric bags, purses or umbrellas; old electronic gadgets • Sticky notes • Camera or tablet • Photographs of objects
Lesson 3: Identification and classification **Science lesson (Year 1 ~ 45 mins)** **Investigation**	Set up at least six hoops or trays labelled with one of the words from the Grouping materials word cards and display a range of objects made from everyday, natural and human-made materials, using the practical resource list to guide you. Adjust or add to the labels according to what you have available. Select a couple of the objects and ask children to name the material they are made from, modelling how to place them in	• Wide range of objects made from everyday materials, such as wooden toys

Creativity oncepts/Aspects **Observation** **Gather and record data** kills **n this lesson children will:** • **Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.** • **With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).**	the correct hoop or tray. After modelling, invite small groups to work together to sort the objects based on the materials they are made from, telling them to put aside any they don't know. After sorting, encourage children to discuss their groups and explain their thinking. Address any errors and support them in grouping any unknown materials. Begin to focus the children on similarities and differences in properties within each group, for example, the metals all being shiny or some plastics being hard and other plastics being bendy. Record their groups by taking a photograph to print or by asking them to complete the Sorting and grouping materials table. Note: Remember to revisit the children's questions from the Human-made materials lesson.	and utensils; papers and cardboard; metal coins, foil, jewellery and cutlery; glass jars, bottles and marbles; plastic wrap, containers and toys; leather shoes and belts; fabrics, such as cotton pillowcases, nylon tights and satin or silk scarves; concrete garden ornaments and pebbles; ceramic ornaments, mugs and plant pots; rubber balls, car mats and bike inner tubes • Trays or

		hoops • Camera or tablet
Lesson 1: Properties of materials **Science lesson (Year 1 ~ 1 hour)** Materials Comparison **oncepts/Aspects** **Properties and uses** **Physical things** **kills** **n this lesson children will:** • **Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof.** • **Compare and group materials in a variety of ways, such as based on their physical properties; being natural or human-made and being recyclable or non-recyclable.** **Core knowledge**	Share the Properties of materials video. Share it a second time, pausing the video at each property. Discuss and model the property using an everyday material or object. Use the Properties of materials teacher information to guide. After exploring each property, play a game of *Can you find?*, asking a small number of children 'Can you find an object that is bendy?' and 'How do you know it is bendy?' for example. Repeat the questioning with different small groups and properties, then group their objects and label them with the property. Discuss each of the grouped items. Do they agree that the materials in each group have that property? Is there the same material in more than one group? Do they all have the property to the same degree? For example, are some materials shinier than others? Were some properties harder or easier to observe? To consolidate their understanding, provide children with an A3 copy of the Properties of materials recording sheet to complete independently or with support. Note: Remember to revisit the children's questions from the Human-made materials lesson.	• Everyday materials, including glass, plastic, wood, brick, fabric, stone and metal • Spray bottles filled with water

By the end of this lesson children should know: • **Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof.** • **A property is a quality a material has.** • **Materials with different properties have different uses.**		
Lesson 2: Venn diagrams **Science lesson (Year 1 ~ 30 mins)** Creativity **oncept/Aspect** **Gather and record data** **kill** **n this lesson children will:** • **With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).**	Share the Venn diagrams presentation with the children and use the content to model how to create a Venn diagram; some of the slides are interactive, so you can drag and drop the objects into the Venn diagram. After creating the Venn diagrams, discuss what they show. Provide small groups of children with two labelled, overlapping hoops and a range of objects they can sort. These do not need to be related to the project. Invite them to use the concrete objects to create a Venn diagram, grouping and sorting the objects. Visit each group and encourage them to explain their sorting. Discuss any misconceptions and ensure they understand what a Venn diagram shows and how they are created. Note: If children need additional practice creating Venn diagrams, provide the Venn diagram drag and drop template on computers or	• Hoops • Range of objects unrelated to the project • Card for labelling

Cycle A Year 1 / 2 – Science Scheme of Work
Autumn Term 2 - Human Senses

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 1 / 2 – Science Scheme of Work
Spring Term 1 - Seasonal Changes

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 1 / 2 – Science Scheme of Work
Spring Term 2 - Seasonal Changes

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 1 / 2 – Science Scheme of Work
Summer Term 1 - Plant Parts

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 1 / 2 – Science Scheme of Work
Summer Term 2 - Animal Parts

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 1 / 2 – Science Scheme of Work
Summer Term 2 - Animal Parts

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 1 / 2 – Science Scheme of Work
Autumn Term 1 - Human Survival

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 1 / 2 – Science Scheme of Work
Autumn Term 2 - Habitats

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 1 / 2 – Science Scheme of Work
Spring Term 1 - Uses if Materials

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 1 / 2 – Science Scheme of Work
Summer Term 1 - Animal Survival

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 1 / 2 – Science Scheme of Work
Summer Term 2 - Animal Survival

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 3 / 4 – Science Scheme of Work
Autumn Term 1 - Animal Nutrition and Skeletal System

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 3 / 4 – Science Scheme of Work
Autumn Term 2 - Animal Nutrition and Skeletal System

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 3 / 4 – Science Scheme of Work
Spring Term 1 - Forces and Magnets

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 3 / 4 – Science Scheme of Work
Spring Term 2 - Forces and Magnets

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 3 / 4 – Science Scheme of Work
Summer Term 1 - Plant and Nutrition and Reproduction

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle A Year 3 / 4 – Science Scheme of Work
Summer Term 2 - FLight and Shadows

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 3 / 4 – Science Scheme of Work
Autumn Term 1 - Food and the Digestive System

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 3 / 4 – Science Scheme of Work
Autumn Term 2 - Sound

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 3 / 4 – Science Scheme of Work
Spring Term 1 - State of matter

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 3 / 4 – Science Scheme of Work
Spring Term 1 - States of Matter

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 3 / 4 – Science Scheme of Work
Spring Term 2 - Grouping and Classifying

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 3 / 4 – Science Scheme of Work
Summer Term 1 - Electrical Circuits and Inheritance

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 3 / 4 – Science Scheme of Work
Summer Term 2 - Electrical Circuits and Conductors

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 5 / 6 – Science Scheme of Work
Autumn Term 1 - Circulatory System

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 5 / 6 – Science Scheme of Work
Autumn Term 2 - Circulatory System

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 5 / 6 – Science Scheme of Work
Spring Term 1 - Electrical Circuits and Components

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 5 / 6 – Science Scheme of Work
Spring Term 2 - Electrical Circuits and Components

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 5 / 6 – Science Scheme of Work
Summer Term 1 - Light Theory

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**

Cycle B Year 5 / 6 – Science Scheme of Work
Summer Term 2 - Properties and Changes of Materials

Overview:		
Vocabulary:		
Assessment outcomes: End of topic quiz		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**