IMPACT OF LYME SCIENCE CURRICULUM

LYME COMMUNITY PRIMARY SCHOOL

CONTENTS

INTRODUCTION

The impact of our Science curriculum is:

- To create opportunities to build upon knowledge and skills that can be clearly evidenced in pre and post learning tasks.
- To provide clear progression from the beginning of each unit.
- To create engaged children within Science lessons and inquisitive children who have aspirations for further science study.
- To develop a wider understanding of the impact of Science all around us.

NURSERY

Nursery Autumn walk

Children found features of Autumn during their walk and compared it to different seasons.

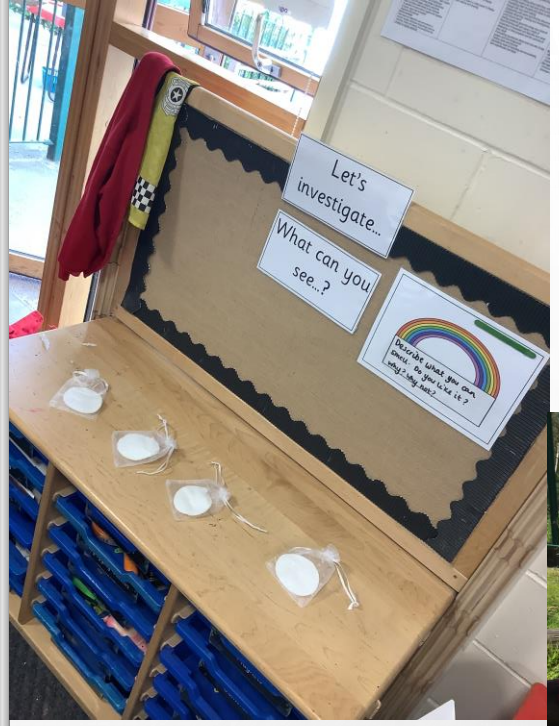
Forest School

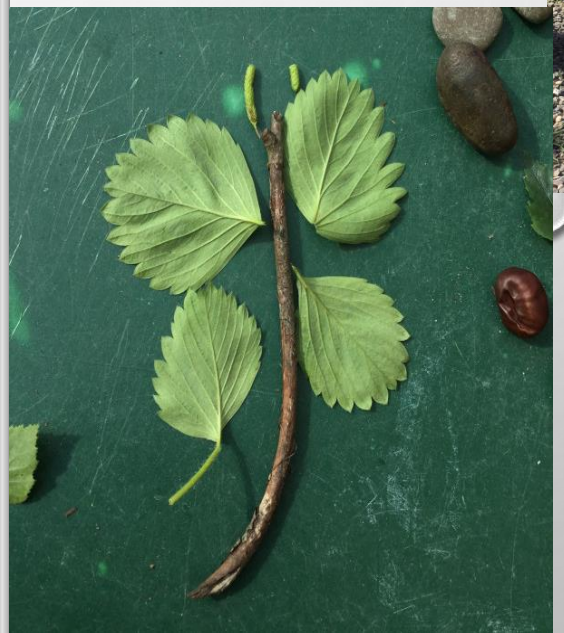
Children discovered that during winter birds often go hungry due to the lack of food.
They looked at the different signs that winter had started.

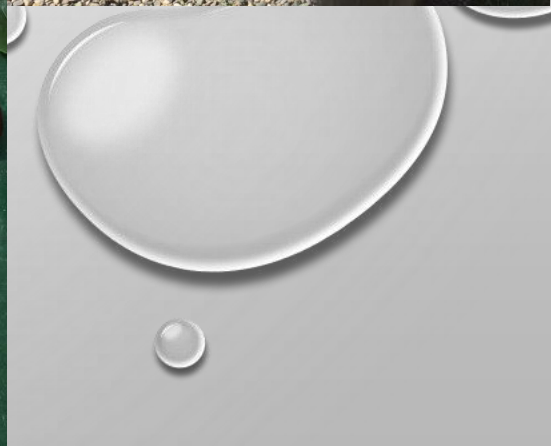
Plant hunt

Children were searching for different species of plant and tree that they had learnt about in the previous week.

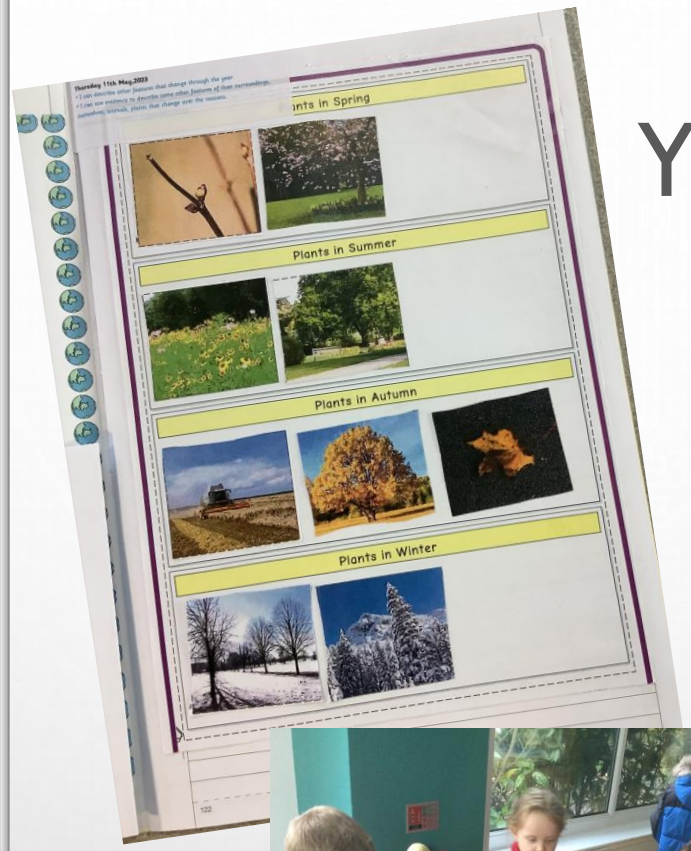
RECEPTION

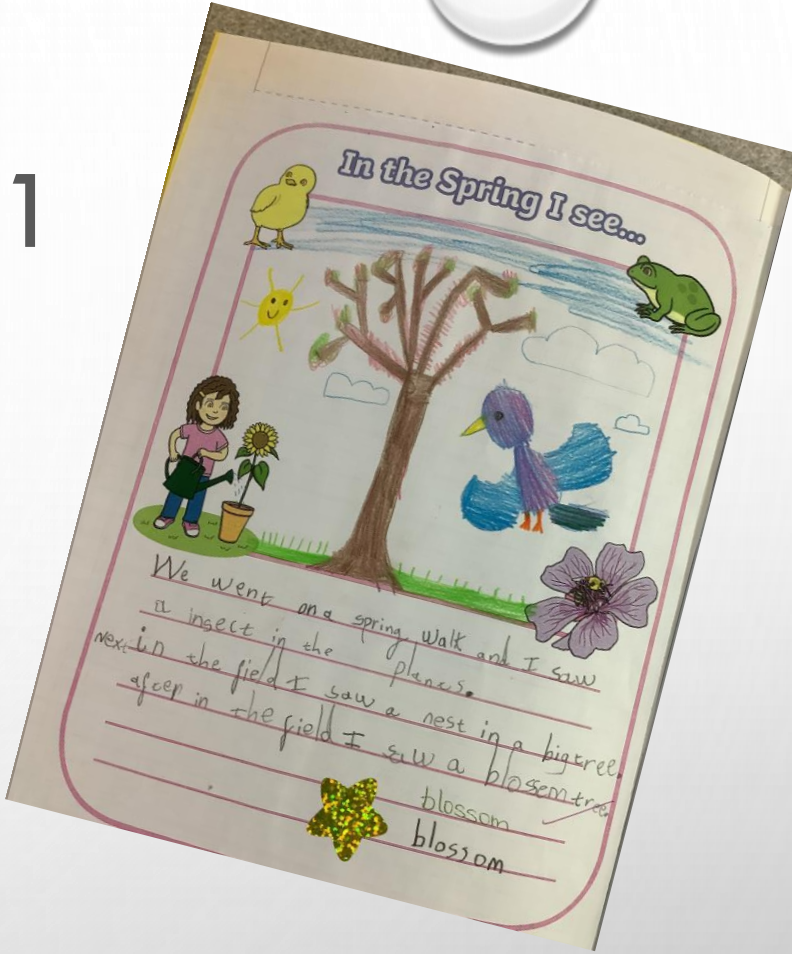






YEAR 1

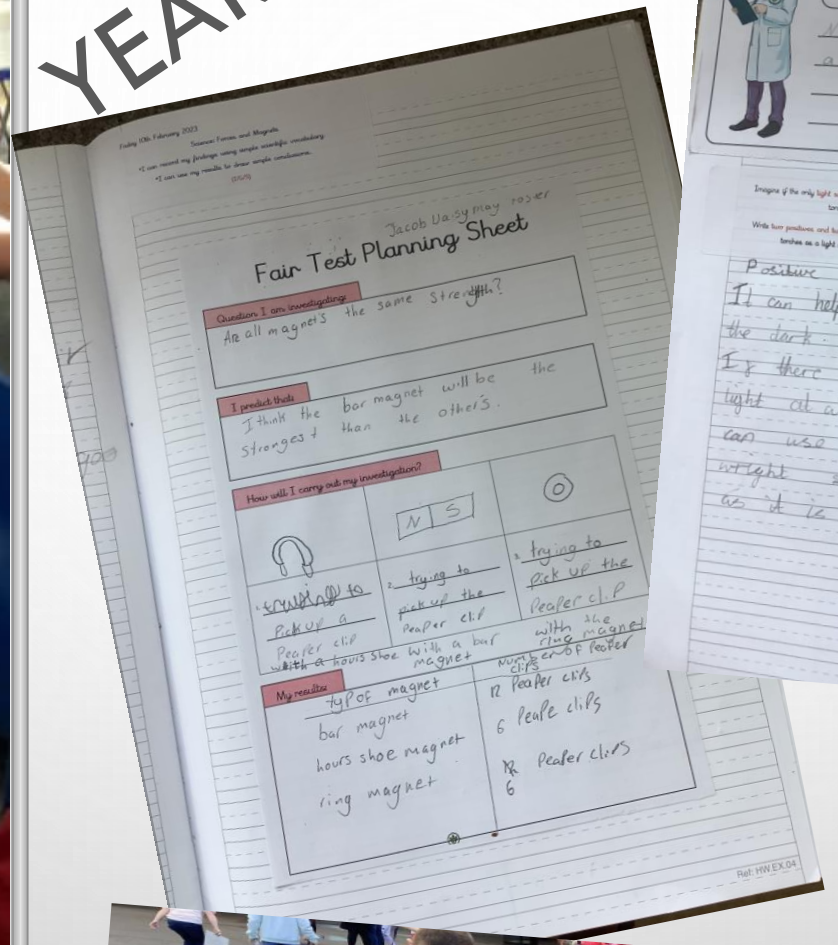


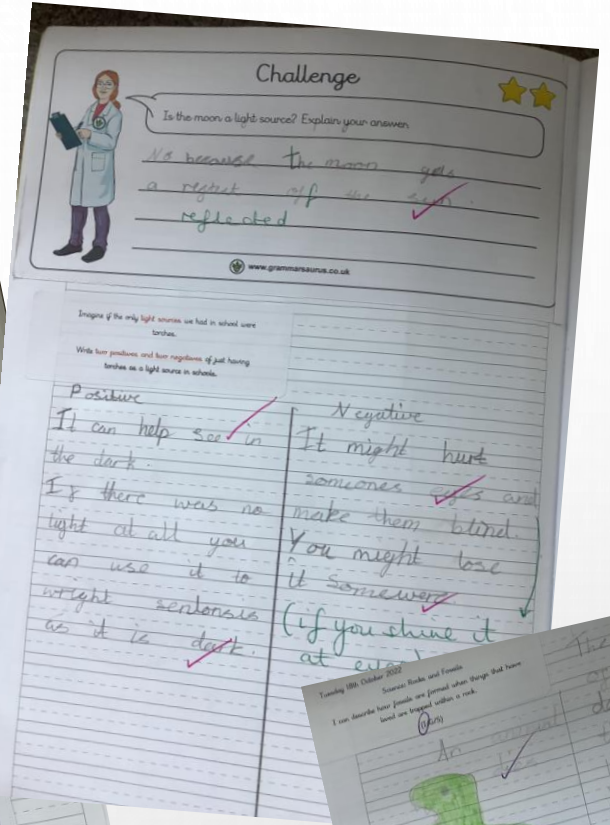


Field work at Chester Zoo


YEAR 2
Frog Life Cycle
Material Hunters
I CAN identify different everyday materials.
I CAN test materials to find out how waterproof they are.
Plastic will be waterproof because it won't soak through.
Ivy
Card won't be waterproof because when it's left outside it gets soggy and breaks.
Mia
Plastic will be waterproof because it's like plastic cups and water can't soak through plastic cups.
Alfie

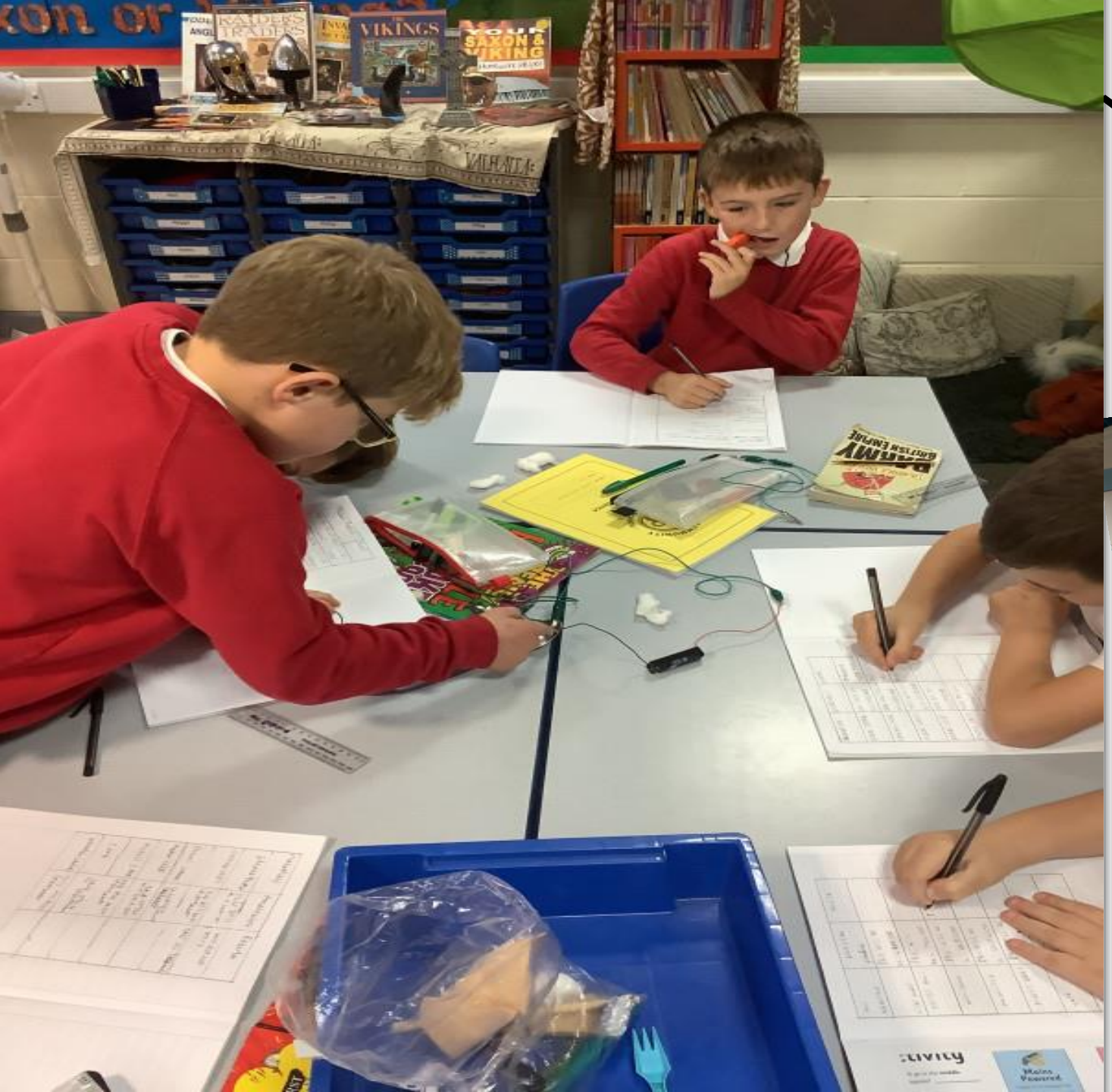
YEAR 3

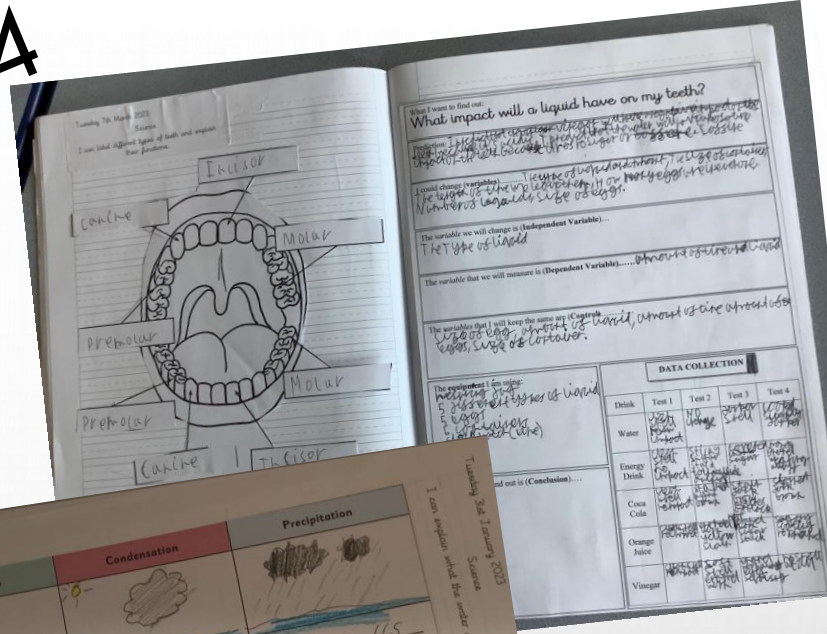

Fair Test Planning Sheet
Question: I am investigating
Are all magnets the same Strength?
I predict that
I think the bar magnet will be the Strongest than the others.
How will I carry out my investigation?
My results:
Type of magnet
bar magnet
hours shoe magnet
ring magnet
Number of Peaper clips
12 Peaper clips
6 Peaple clips
6 Peaper clips

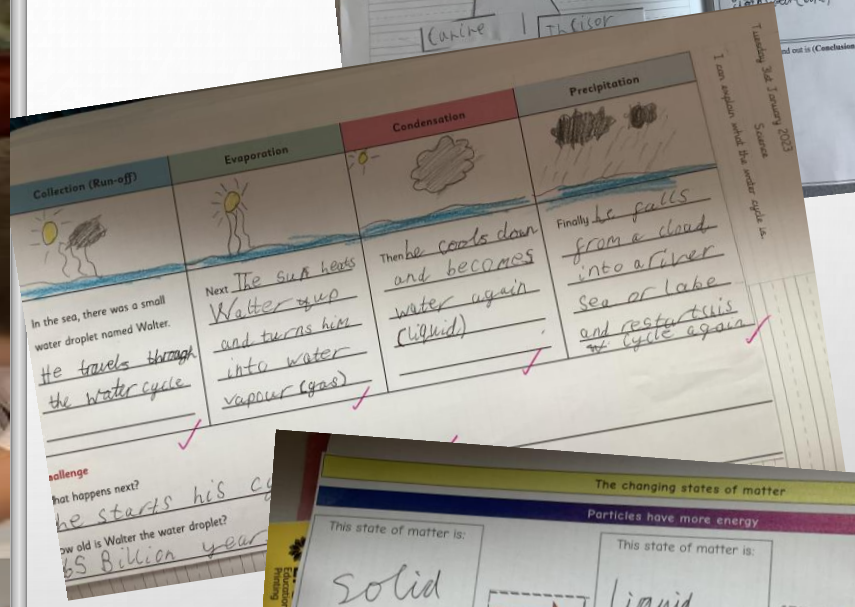

Challenge
Is the moon a light source? Explain your answer.
www.grammarsaurus.co.uk
Positive
Negative

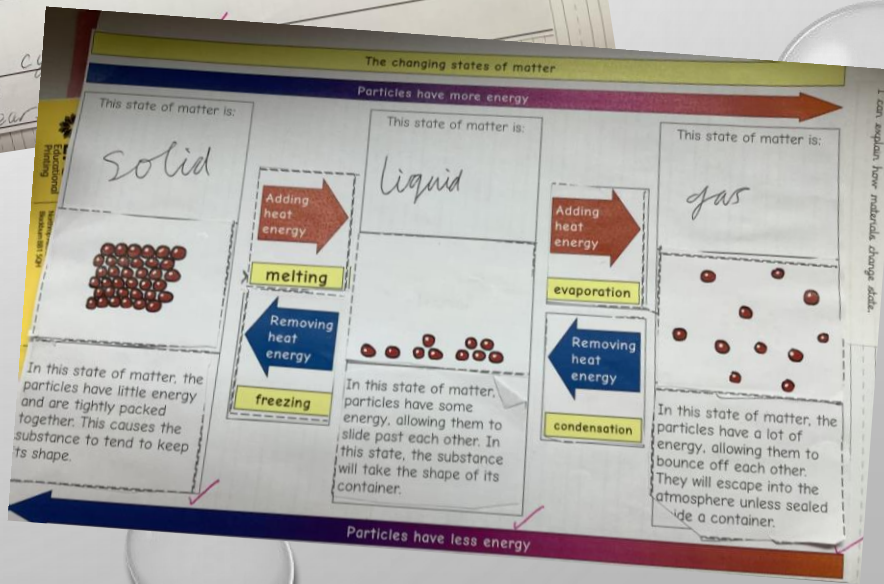

Walldone!

YEAR 4


VIKINGS
SAXON & VIKING

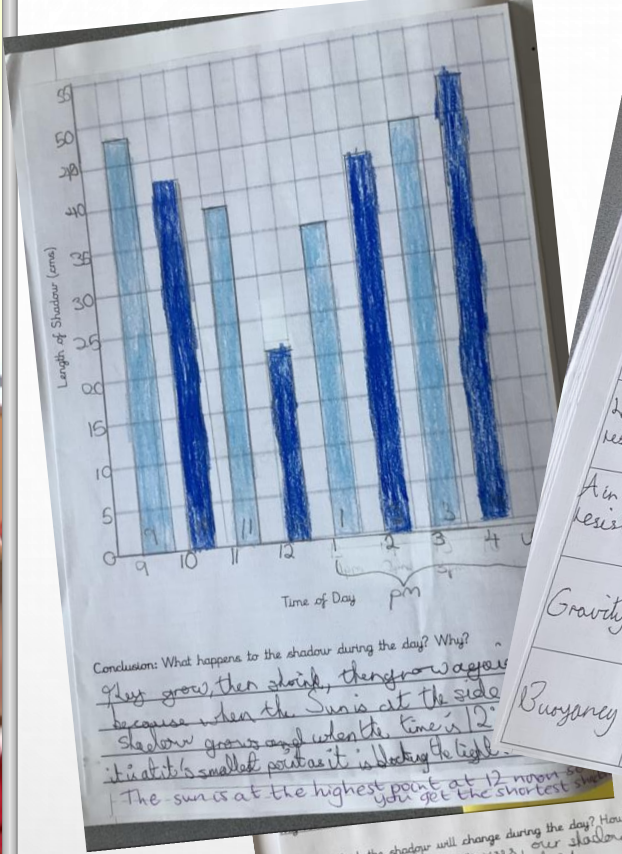

What impact will a liquid have on my teeth?
Incisor
Canine
Molar
Premolar
Molar
Premolar
Canine
Incisor
DATA COLLECTION
Drink
Test 1
Test 2
Test 3
Test 4
Water
Energy Drink
Coca Cola
Orange Juice
Vinegar


Collection (Run-off)
Evaporation
Condensation
Precipitation
In the sea, there was a small water droplet named Walter.
He travels through the water cycle
Next The sun heats Walter up and turns him into water vapour (gas)
Then he cools down and becomes water again (liquid)
Finally he falls from a cloud into a river sea or lake and restarts his cycle again
Challenge
What happens next?
he starts his
How old is Walter the water droplet?
4.5 billion year

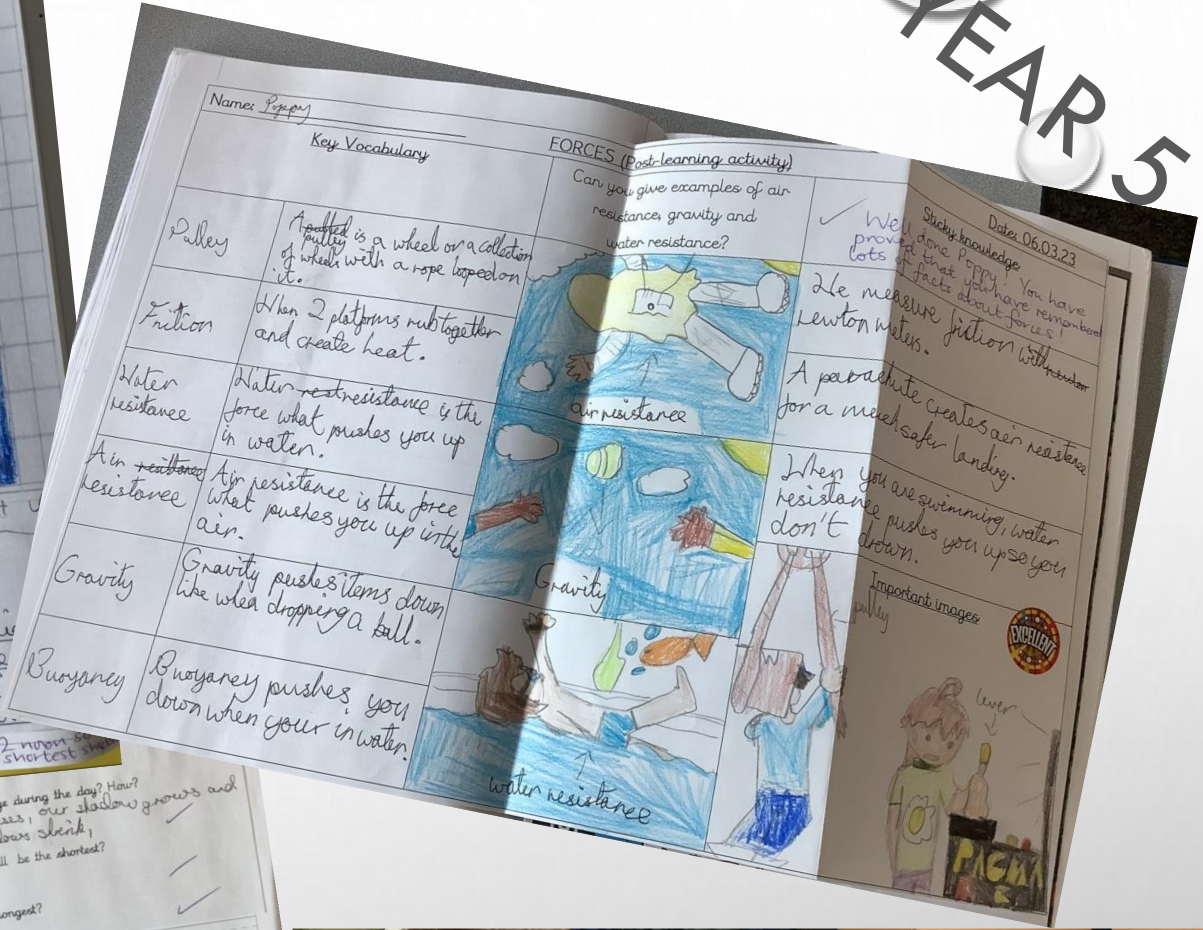

The changing states of matter
Particles have more energy
This state of matter is:
solid
Adding heat energy
melting
Removing heat energy
freezing
In this state of matter, the particles have little energy and are tightly packed together. This causes the substance to tend to keep its shape.
This state of matter is:
liquid
Adding heat energy
evaporation
Removing heat energy
condensation
In this state of matter, particles have some energy, allowing them to slide past each other. In this state, the substance will take the shape of its container.
This state of matter is:
gas
In this state of matter, the particles have a lot of energy, allowing them to bounce off each other. They will escape into the atmosphere unless sealed in a container.
Particles have less energy

YEAR 5

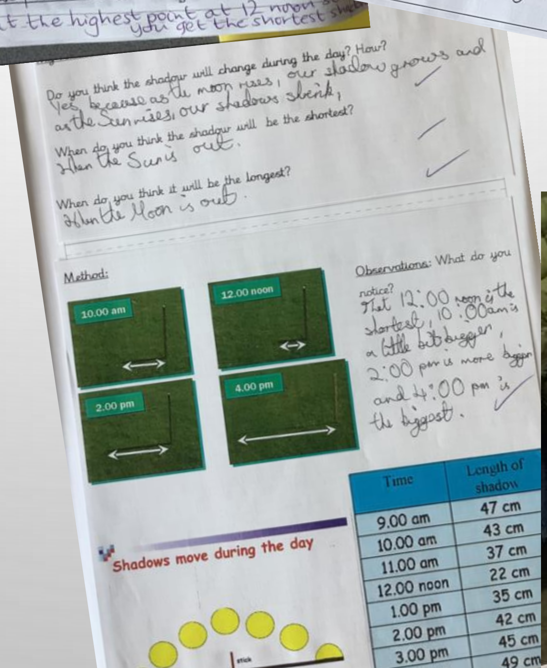
BOY IN THE TOWER
History



Length of Shadow (cms)
Time of Day
pm
Conclusion: What happens to the shadow during the day? Why?
The sun is at the highest point at 12 noon so you get the shortest shadow

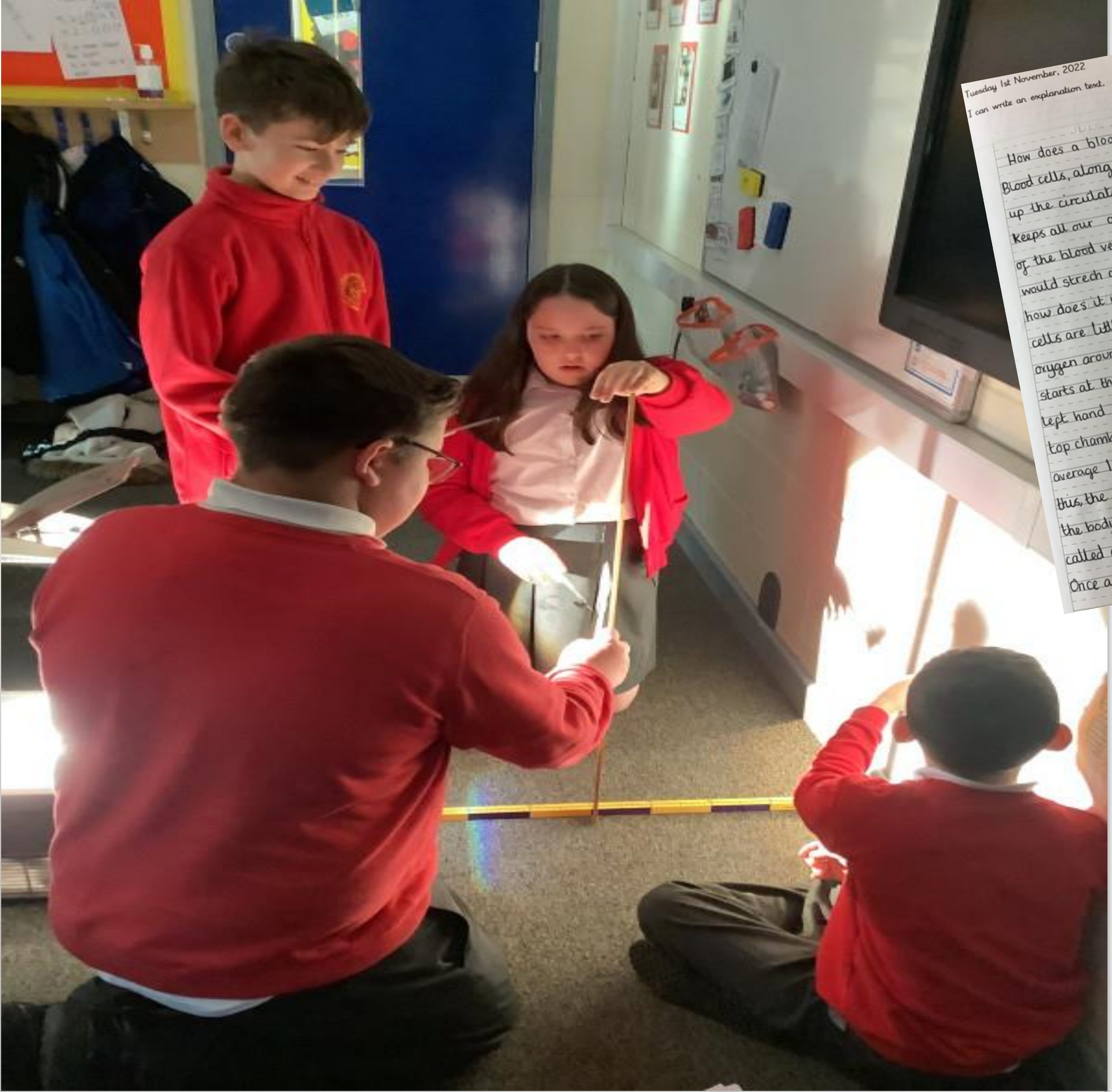


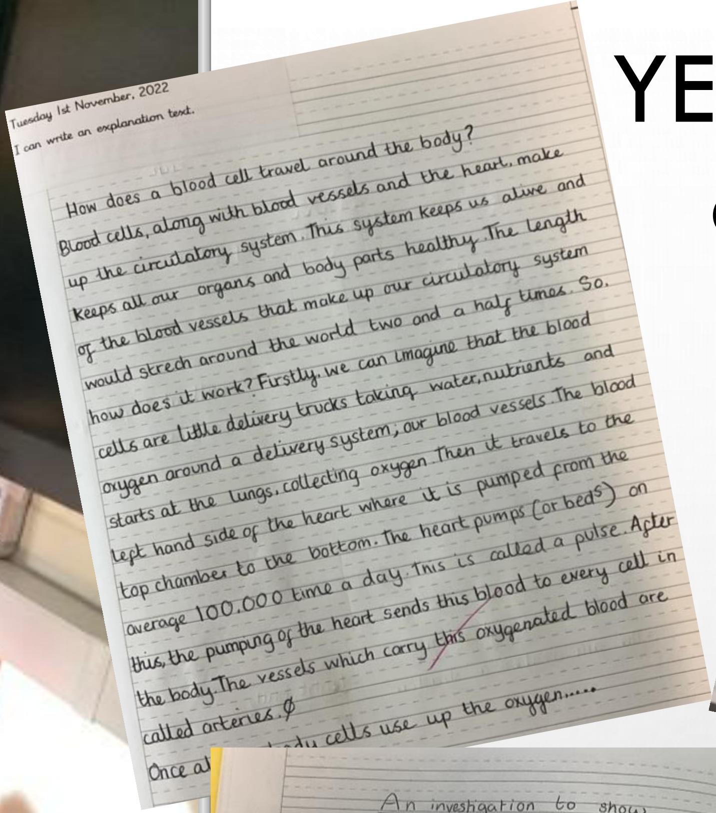
Name: Poppy
Key Vocabulary
FORCES (Post-learning activity)
Can you give examples of air resistance, gravity and water resistance?
Sticky knowledge
Date: 06.03.23
Pulley
Friction
Water resistance
Air resistance
Gravity
Buoyancy
Gravity pushes items down like when dropping a ball.
Buoyancy pushes you down when your in water.
air resistance
water resistance
Well done Poppy. You have proved that you have remembered lots of facts about forces!
Important images
EXCELLENT



Do you think the shadow will change during the day? How?
When do you think the shadow will be the shortest?
When do you think it will be the longest?
Method:
10.00 am
12.00 noon
2.00 pm
4.00 pm
Observations: What do you notice?
Time | Length of shadow
9.00 am | 47 cm
10.00 am | 43 cm
11.00 am | 37 cm
12.00 noon | 22 cm
1.00 pm | 35 cm
2.00 pm | 42 cm
3.00 pm | 45 cm
Shadows move during the day

YEAR 6





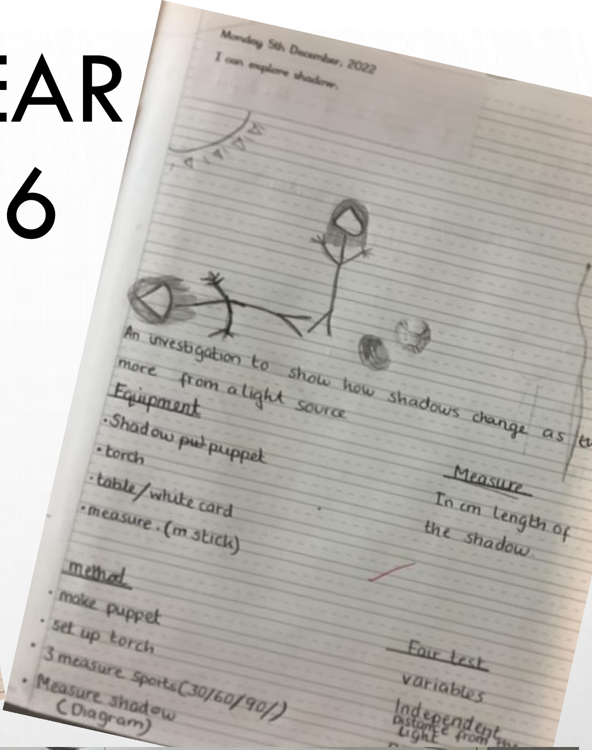
Tuesday 1st November, 2022

I can write an explanation text.

How does a blood cell travel around the body?

Blood cells, along with blood vessels and the heart, make up the circulatory system. This system keeps us alive and keeps all our organs and body parts healthy. The length of the blood vessels that make up our circulatory system would strech around the world two and a half times. So, how does it work? Firstly, we can imagine that the blood cells are little delivery trucks taking water, nutrients and oxygen around a delivery system; our blood vessels. The blood starts at the lungs, collecting oxygen. Then it travels to the left hand side of the heart where it is pumped from the top chamber to the bottom. The heart pumps (or beds) on average 100.000 time a day. This is called a pulse. After this, the pumping of the heart sends this blood to every cell in the body. The vessels which carry this oxygenated blood are called arteries.

Once al... ...ody cells use up the oxygen.....



Monday 5th December, 2022

I can explore shadows.

An investigation to show how shadows change as th... more from a light source

Equipment

- Shadow put puppet
- torch
- table/white card
- measure. (m stick)

Measure

In cm length of the shadow.

method

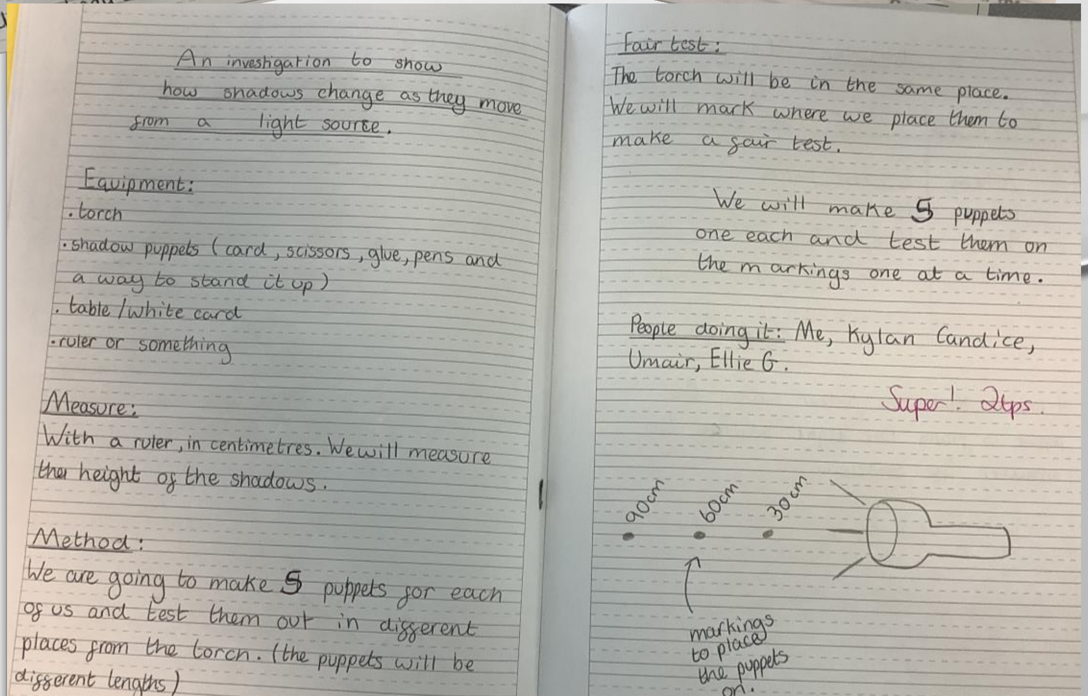
- make puppet
- set up torch
- 3 measure sports (30/60/90/)
- Measure shadow (Diagram)

Fair test

variables

Independent

Distance from the light



An investigation to show how shadows change as they move from a light source.

Equipment:

- torch
- shadow puppets (card, scissors, glue, pens and a way to stand it up)
- table/white card
- ruler or something

Measure:

With a ruler, in centimetres. We will measure the height of the shadows.

Method:

We are going to make 5 puppets for each of us and test them out in different places from the torch. (the puppets will be different lengths)

Fair test:

The torch will be in the same place. We will mark where we place them to make a fair test.

We will make 5 puppets one each and test them on the markings one at a time.

People doing it: Me, Kylan Candice, Umair, Ellie G.

Super! 2tps.

90cm 60cm 30cm

markings to place the puppets on.