



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject	Relevant Curriculum Statements	Related Vocabulary	
SCIENCE – CHEMISTRY – Materials and their properties	EYFS	“To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.”	Materials (T1) Rigid (T2) Rough (T1) Waterproof (T1)
	KS1	“To identify and compare the suitability of a variety of everyday materials.”	Magnets (T1) Opaque (T2) Translucent (T2) Transparent (T2)
	KS2	“To compare and group together everyday materials on the basis of their properties.”	Condense (T2) Filter (T2) Insulate (T2)
SCHOOL AIMS Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’. <ul style="list-style-type: none"> ✓ Respect ✓ Responsibility <input type="checkbox"/> Resilience 		BRITISH VALUES <ul style="list-style-type: none"> <input type="checkbox"/> Democracy. ✓ The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs 	
CULTURAL CAPITAL Children will gain an understanding of materials, objects and their properties. Pupils may demonstrate knowledge of a variety of environments and the physical features surrounding it. They will have a knowledge of diverse environments around the world and how materials, matter and objects differ in different environment.			
IMPLEMENTATION AND SEQUENCING			
What will be made, produced, performed, or published?			
Children will produce pieces of work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a scientific focus, producing a range of evidence including written work.			
What sequence of activity and pedagogy will be undertaken?			
EYFS: Explore and investigate some objects and know what materials they are made from. Year 1: Explore and investigate some objects and know what materials are made from and describe their properties. Year 2: Name an increasing number of materials and their properties and to discuss their uses. Year 3: Know uses of materials and begin to compare them. Year 4: Know uses and properties of materials, to compare them and know whether they are solid, liquid or gas. Year 5: Recognise solid, liquids and gases and begin to investigate some how some solids will dissolve in liquid. Year 6: Recognise solids, liquids and gases and begin to investigate that some solids will dissolve into a liquid and that some mixtures can be reversed. Mastery: Recognise some solids will dissolve in a liquid, that some mixtures can be reversed and separated and know how to reverse the process by a range of methods.			
IMPACT			
What knowledge will the children have embedded?			
Children will be able to recall specific scientific facts about materials and their properties, at a level appropriate to age. They will demonstrate an understanding of objects and materials they are made from, including the uses and properties.			
What retention may be demonstrated?			
<i>Here are some example questions that may be used to assess children’s understanding.</i> EYFS: Can you find me something which is made of plastic? Can you sort these objects in different ways? KS1: Can you think of a waterproof object? What material is it made from, and why do you think that is? KS2: Can you explain the three main states of matter? How do you know what [item]’s matter is?			