

CIEC Working Scientifically videos

National Oak Academy website links

| Year | Oak unit aligned with (National Curriculum unit) | Oak lesson title | Working scientifically focus | CIEC video |
|------|------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | Human body parts (Y1 Animals, including humans) | L2: Body parts on the outside | gathering and recording data to help in answering questions. | VIDEO: Working scientifically: Gathering and recording data - Body parts on the outside |
| | | L3: Body parts on the inside | gathering and recording data to help in answering questions. | VIDEO: Working scientifically: Gathering and recording data - Body parts on the inside (same video as above) |
| | | L5: More about sight, smell and sound | identifying and classifying using their observations and ideas to suggest answers to questions | VIDEO: Working scientifically: Identifying and classifying - Sense of smell |
| 2 | Uses of everyday materials lesson 4 (Y2 Uses of everyday materials) | L4: Absorbent Materials | recognising that questions can be answered in different ways | VIDEO: Working scientifically: Answering questions in different ways - Absorbency |
| | | | observing closely, using simple equipment AND performing simple tests | VIDEO: Working scientifically: Observing closely, using simple equipment - Absorbency |
| | | L5: Stretchy Materials | observing closely, using simple equipment AND performing simple tests | VIDEO: Working scientifically: Performing simple tests - Stretchy materials |
| | | | gathering and recording data to help in answering questions. | VIDEO: Working scientifically: Gathering and recording data - Stretchy materials |

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| 3 | Introduction to light and shadows (Y3 Light) | L3: Protecting our eyes from the Sun: plan | using different types of scientific enquiries to answer questions planning to set up simple practical enquiries, comparative and fair tests | VIDEO: Working scientifically: Planning practical enquiries - Protecting our eyes |
| | | L4: Protecting our eyes from the Sun: do and review | gathering, recording, classifying and presenting data in a variety of ways to help in answering questions making systematic and careful observations | VIDEO: Working scientifically: Making systematic observations - Protecting our eyes |
| | | L11: Reflected light: do and review | gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | VIDEO: Working scientifically: Gather, record and present data - Reflected light |
| 4 | Introduction to states of matter and changing states (Y4 States of matter) | L7: Thermometers and data loggers | making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. | VIDEO 1: Working scientifically: Using thermometers to take measurements VIDEO 2: Working scientifically: Using data loggers to take measurements |
| | Introduction to sound (Y4 Sound) | L8: Distance from sounds: plan | asking relevant questions | VIDEO: Working scientifically: Asking relevant questions - Distance from sounds |
| | | L9: Distance from sounds: do and review | reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions | VIDEO: Working scientifically: Reporting on enquiry findings - Distance from sounds |

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| 5 | Forces including simple machines (Y5 Forces) | L2: Pushes and pulls | taking measurements, using a range of scientific equipment, with increasing accuracy and precision. | VIDEO: Working scientifically: Taking measurements with accuracy - Pushes and pulls |
| | | L4: Friction: do and review | reporting and presenting findings from enquiries, including conclusions. | VIDEO: Working scientifically: Reporting/presenting findings from enquiries - Friction |
| | | L5: Air resistance: plan | recording data and results of increasing complexity using scientific diagrams and labels. | VIDEO: Working scientifically: Planning enquiries to answer questions - Air resistance |
| | | L6: Air resistance: do and review | planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | VIDEO: Working scientifically: Taking accurate and repeat measurements - Air resistance |
| | Properties, changes and separating materials (Y5 Properties and changes of materials) | L8: Recovering insoluble solids | using a range of scientific equipment, with increasing accuracy and precision. | VIDEO: Working scientifically: Using scientific equipment - Recovering insoluble solids |
| | Human development (Y5 Animals, including humans) | L8: Representing data about human height | recording data and results of increasing complexity using line graphs. | VIDEO: Working scientifically: Recording data using line graphs - Human height |
| | | L9: Analysing data about human height | using test results to make predictions. | VIDEO: Working scientifically: Using test results to make predictions - Human height |
| 6 | Light and how it travels (Y6 Light) | L3: Light enters our eyes | taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. | VIDEO: Working scientifically: Using scientific diagrams - Light enters our eyes |
| | | L4: Reflected light | | VIDEO: Working scientifically: Using scientific diagrams - Reflected light |