## Science St Anthony's Catholic Primary School



	Long Term Planning								
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
EYFS Science almanac – long term inquiry: observation and recording of weather & photographs of school oak tree.	Starting School and All About Me	Traditional Tales and Christmas	People Who Help Us	Into The Forest	Animals/Farm animals	Minibeasts			

Through continuous provision Children in Reception will:

CL – learn new vocabulary and use in different contexts. Ask questions to find out more and check what has been said to them. Articulate their ideas in well formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking. Explain how things work and why they might happen. PD – know and talk about general factors that support overall health and wellbeing

KUW – explore the natural world around them. Describe what they see, hear and feel while outside. Recognise environments that are different to the ones they live. Understand the effect of the changing seasons on the natural world around them.

Continuous provision areas and activities that support learning and skill development that relate to science are: Indoors - Nature table, home corner, cooking, investigation table, art table, book corner, topic tables, story time Outdoors – nature area, forest school, flower bed, school garden, mud kitchen, construction, music centre

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1  St Anthony's is adopting an approach where Seasonal change is developed over a year with teachers timetabling regular visits into the school grounds or local park, e.g. fortnightly for an hour. During each visit, the children record seasonal changes, e.g. photograph each visit.	Animals including humans  - Human body (Who Am I?)  Content: Name human body parts. Draw and label basic parts of the human body. Associate body parts with the senses. Use senses to compare texture, sound, smells  Questioning Asking simple questions and being able to express them  Sorting Sorting and grouping Using a large venn diagram(practically)  Assessing Reading and spelling simple scientific terms  Recording Gathering and recording information from observations and tests e.g. tally charts  Observing Observing using simple equipment, noticing patterns and relationships  Communicating Discussing what has been observed and recorded	Animals including Humans, Plants, Everyday materials and Seasonal Change 1 (Celebrations)  Content: what things are made of everyday materials we use and what they are like how to group materials The basic structure of common flowering plants.  Associate body parts with the senses. Use senses to compare texture, sound, smells  Seasons 1: Content: a) changes associated with autumn and winter b)Weather and day length.  Questioning Asking simple questions and being able to express them  Sorting Sorting and grouping Using a large Venn diagram(practically)  Assessing Reading and spelling simple scientific terms  Recording	Everyday Materials and Animals including Humans (Polar Places)  Everyday materials Content: what things are made of everyday materials we use and what they are like how to group materials  Animals including humans - animals Content: names of some common animals including fish, amphibians, reptiles and mammals. Name body parts of animals. What animals eat, whether they are carnivores, herbivores or omnivores.  Questioning Asking simple questions and being able to express them  Sorting Sorting and grouping Using a large Venn diagram(practically)  Assessing	Animals including Humans and Seasonal Change 2 (on Safari)  Animals: Draw and label basic parts of an animal Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  Seasons 2 Content: a)changes associated with winter and Spring b)Weather and day length.  Questioning Asking simple questions and being able to express them  Sorting Sorting and grouping Using a large Venn diagram(practically)  Assessing Reading and spelling simple scientific terms  Recording Gathering and recording information from observations and tests e.g. tally charts  Observing Using simple equipment, noticing	Animals including Humans and Plants and Seasonal Change 3 (Plants and Where we Live)  Plants Content: the names of plants around us; common wild and garden plants, including deciduous and evergreen trees. The basic structure of common flowering plants including trees.  Animals including humans - animals Content: names of some common animals including birds. Name body parts of birds. What animals eat, whether they are carnivores, herbivores or omnivores.  Content: changes associated with spring and summer. Weather and day length.  Questioning	Everyday Materials, Animals including Humans (Holidays)  Everyday materials Content: what things are made of everyday materials we use and what they are like how to group materials  Animals: Draw and label basic parts of an animal Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, bird: and mammals, including pets).  Questioning Asking simple questions and being able to express them  Sorting Sorting and grouping Using a large Venn diagram(practically)  Assessing Reading and spelling simple scientific terms  Recording Gathering and recording information from

Researchin			patterns and	Asking simple questions	observations and tests
Finding ou scientific i		simple scientific terms	relationships	and being able to express them	e.g. tally charts
	e.g. tally charts	Recording	Communicating	'	Observing
Measuring Estimating		Gathering and recording information from	Discussing what has been observed and	Sorting Sorting and grouping	Observing using simple equipment, noticing
measuring	s using simple Observing using simple	observations and tests	recorded	Using a large venn	patterns and
equipment	t equipment, noticing patterns and	e.g. tally charts	Testing	diagram(practically)	relationships
	relationships	Observing	Performing simple tests	Assessing	Communicating
	6 annual in the	Observing using simple	to find answers to	Reading and spelling	Discussing what has
	Communicating Discussing what has	equipment, noticing patterns and	questions	simple scientific terms	been observed and recorded
	been observed and	relationships	Researching	Recording	
	recorded	Communicating	Finding out about scientific ideas	Gathering and recording information from	Testing Performing simple tests
	Testing	Discussing what has	scientific lucas	observations and tests	to find answers to
	Performing simple tests	been observed and recorded	Measuring	e.g. tally charts	questions
	to find answers to questions	recorded	Estimating and measuring using simple	Observing	Researching
	<u> </u>	Testing	equipment	Observing using simple	Finding out about
	Researching Finding out about	Performing simple tests to find answers to		equipment, noticing patterns and	scientific ideas
	scientific ideas	questions		relationships	Measuring
	Measuring	Researching		Communicating	Estimating and measuring using simple
	Estimating and	Finding out about		Discussing what has	equipment
	measuring using simple	scientific ideas		been observed and	
	equipment			recorded	
				Testing	
				Performing simple tests to find answers to	
				questions	
				Researching	
				Finding out about	
				scientific ideas	
				Measuring	
				Estimating and	
				measuring using simple equipment	
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 In the Spring, the half terms	Animals including humans, Everyday Materials (Healthy Me)	Uses of everyday materials (Materials Monsters)	Uses of everyday materials (Squash ,Squueze and Twist)	Plants Young Gardeners	Living Things and their Habitat (Our Environment) Content: Identify	Animals including humans, Everyday materials (Little Masterchef)
are short so two half terms are sufficient time for the teacher to cover this	Content: Animals have basic needs. The basic needs of animals and humans for survival. The	Content: Identify and compare the suitability of everyday materials for particular uses. Content: How the	Content: How the objects made from some materials can changed by squashing, bending, twisting and	Content: what plants grow from; how seeds and bulbs grow into mature plants How plants need water, light, suitable temperature to grow and stay healthy	that most things live in habitats to which they are suited and describe how different habitats provide for	Content: Animals have basic needs. The basic needs or animals and humans for survival. The
unit	importance of exercise, different foods and hygiene Content: Identify and compare the	objects made from some materials can changed by squashing, bending, twisting and stretching.	Stretching.  Questioning Asking simple questions and being able to express them	Questioning Asking simple questions and being able to express them Assessing	basic needs. Identify and name variety of plants and animals in their habitats including	importance of exercise, different foods and hygiene Questioning Asking simple questions and being able to
	suitability of everyday materials for particular uses  Questioning	Questioning Asking simple questions and being able to express them Sorting	Sorting Sorting and grouping Using a venn diagram Assessing Reading and spelling	Reading and spelling simple scientific terms  Recording Gathering and recording information from	micro habitats. Compare habitats Questioning Asking simple questions and being able to	express them  Sorting Sorting and grouping Using a Venn diagram
Asi an ex Soi	Asking simple questions and being able to express them  Sorting	Sorting and grouping Using a venn diagram  Assessing Reading and spelling	simple scientific terms  Recording Gathering and recording information from observations and tests	observations and tests e.g. tally charts  Observing Observing using simple	express them  Sorting Sorting and grouping Using a venn diagram	Assessing Reading and spelling simple scientific terms Recording Gathering and recording
	Sorting and grouping Using a venn diagram  Assessing Reading and spelling simple scientific terms	simple scientific terms  Recording Gathering and recording information from observations and tests	e.g. tally charts  Observing Observing using simple equipment, noticing patterns and	equipment, noticing patterns and relationships  Communicating Discussing what has	Assessing Reading and spelling simple scientific terms Recording	information from observations and tests e.g. tally charts Observing Observing using simple
	Recording	e.g. tally charts Observing	relationships	been observed and recorded	Gathering and recording information from	equipment, noticing

Gathering and recording information from observations and tests e.g. tally charts  Observing Observing using simple equipment, noticing patterns and relationships  Communicating Discussing what has been observed and recorded  Testing Performing simple tests to find answers to questions  Researching Finding out about scientific ideas  Measuring Estimating and measuring using simple equipment	Observing using simple equipment, noticing patterns and relationships  Communicating Discussing what has been observed and recorded  Testing Performing simple tests to find answers to questions  Researching Finding out about scientific ideas	Communicating Discussing what has been observed and recorded  Testing Performing simple tests to find answers to questions  Researching Finding out about scientific ideas	Testing Performing simple tests to find answers to questions  Researching Finding out about scientific ideas  Measuring Estimating and measuring using simple equipment	observations and tests e.g. tally charts  Observing Observing using simple equipment, noticing patterns and relationships  Communicating Discussing what has been observed and recorded  Testing Performing simple tests to find answers to questions  Researching Finding out about scientific ideas  Measuring Estimating and measuring using simple equipment	patterns and relationships  Communicating Discussing what has been observed and recorded  Testing Performing simple tests to find answers to questions  Researching Finding out about scientific ideas  Measuring Estimating and measuring using simple equipment

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Light Teacher to address how shadows are formed and why shadows varies in size in the Summer Term as well as any gaps in the children's learning.	Animals including humans - skeletons and Nutrition (Food and Our Bodies)  Content: Humans and some animals have skeletons and muscles. How skeletons and muscles provide support, protection and movement.  Animals including humans cannot make their own food. Animals and humans need the right amount of nutrition. Nutrition comes from what is eaten.  Skills: Questioning Asking relevant questions and suggesting where and how answers may be found  Sorting Identifying, comparing, classifying and grouping  Assessing	Light (Light and Shadow)  Light Content: Recognise we need light to see things, dark is the absence of light. How light can be reflected. The dangers that bright light can cause How shadows are formed  Sorting Identifying, comparing, classifying and grouping  Assessing Recognising, understanding, and using scientific language  Recording Gathering, recording, classifying and presenting data using diagrams, charts and tables  Observing	Content: Compare how things move on different surfaces Notice that some forces need contact between objects but magnetic forces do not. Observe how magnets attract and repel each other and some materials. Compare and group materials based on whether they are magnetic. Know magnets have two poles & how they attract and repel each other. Skills: Questioning Asking relevant questions and suggesting where and how answers may be found.  Sorting Identifying, comparing, classifying and grouping. Assessing	Plants (How Does Your Garden grow?)  Content: Identify and describe function of different parts of flowering plants Explore the requirements of plants for life and growth and variations between plants. how plants transport water Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and dispersal.  Skills:  p Skills: Questioning Asking relevant questions and suggesting where and how answers may be found  Sorting Identifying, comparing, classifying and grouping  Assessing	Rocks (rocks, Soil and Fossils)  Content: comparing and grouping rocks how fossils are created soil Skills: Questioning Asking relevant questions and suggesting where and how answers may be found  Sorting Identifying, comparing, classifying and grouping  Assessing Recognising, understanding, and using scientific language  Recording Gathering, recording, classifying and presenting data using diagrams, charts and tables e.g. branching keys	Light (light and Shadow)  Light Content: Why shadows vary in size How shadows are formed  Skills: Questioning Asking relevant questions and suggesting where and how answers may be found  Assessing Recognising, understanding, and using scientific language  Recording Gathering, recording, classifying and presenting data using diagrams, charts and tables  Observing Identifying differences, similarities and changes, making

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Recognisi	-	Identifying differences,	Recognising,	Recognising,		connections and
		similarities and	understanding, and using scientific language	understanding, and using scientific language	Observing	conclusions
using scie	0 0	changes, making	scientific language	scientific language	Identifying differences,	
		connections and	Recording	Recording	similarities and	Communicating
Recording		conclusions	Gathering, recording,	Gathering, recording,	changes, making	Talking and writing
	g, recording,		classifying and presenting	classifying and presenting	connections and	about observations
classifying	_	Communicating	data using diagrams,	data using diagrams,	conclusions	sharing conclusions,
presentin	ng data using	Talking and writing	charts and tables	charts and tables		suggesting possible
-	,	about observations			Communicating	reasons for results
tables		sharing conclusions,	Observing	Observing	Talking and writing	
		suggesting possible	Identifying differences, similarities and changes,	Identifying differences, similarities and changes,	about observations	Testing
Observing	U	reasons for results	making connections and	making connections and	sharing conclusions,	Carrying out practical
· · · · · · · · · · · · · · · · · · ·	ng differences,		conclusions	conclusions	suggesting possible	enquires, and
similaritie		Testing			reasons for results	comparative and fair
changes,	_	Carrying out practical	Communicating	Communicating		tests
connection		enquires, and	Talking and writing about	Talking and writing about	Testing	
conclusio		comparative and fair	observations sharing	observations sharing	Carrying out practical	Researching
		tests	conclusions, suggesting	conclusions, suggesting	enquires, and	Using primary and
Communi	_		possible reasons for results	possible reasons for results	comparative and fair	secondary information
<u> </u>	_	Researching	Testing	Testing	tests	to find out specific
		Using primary and	Carrying out practical	Carrying out practical		ideas, concepts and
		secondary information	enquires, and comparative	enquires, and comparative	Researching	laws
	• .	to find out specific	and fair tests	and fair tests	Using primary and	
reasons fo	or results	ideas, concepts and			secondary information	Measuring
		laws	Researching	Researching	to find out specific	Estimating, making
Testing			Using primary and	Using primary and	ideas, concepts and	predictions and
	•	Measuring	secondary information to find out specific ideas,	secondary information to find out specific ideas,	laws	measuring
enquires,		Estimating, making	concepts and laws	concepts and laws		accurately, using
comparat	cive and ran	predictions and	concepts and laws	55cepts and laws		appropriate equipment
tests		measuring	Measuring	Measuring		equipment
		accurately, using	Estimating, making	Estimating, making		
Researchi	III g	appropriate	predictions and	predictions and		
Using prir	iliai y aliu	equipment	measuring accurately, using appropriate	measuring accurately, using appropriate		
l l	y information		equipment	equipment		
to find ou			aquipment	oquipment		
ideas, cor	ncepts and					
laws						

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Sound (what's that Sound)	Animals including humans (teeth and Eating)	States of matter (Looking at States)	Living things and their habitats - classification (living Things)	Electricity (power It Up)	Living things and their habitats – environments (Living
Living things	Content: Identify how	<i>S</i> ,			Content: Identify	Things)
and habitats	sounds are made. Recognise vibrations	Content: Describe simple functions of the	Content: Compare and group materials	Content: how living things can be grouped	common appliances that run on electricity.	Content: Recognise environments can
Teacher should address the	travel through a medium to the ear. Find	basic parts of the human digestive	according to whether they are solids, liquids	together in a variety of ways. Explore and use	Construct simple circuits And name basic	change Dangers posed to living things by
dangers posed	patterns between pitch and the object that	system. Identify different types of teeth	or gases. Observe that some materials change	classification keys to group, identify and	parts. Identify whether circuits are complete.	changes
to living things	produced it. Find	in humans and their	state when they are	name living things in	Recognise a switch	Skills: Questioning
in the height of	patterns between	functions. Construct &	heated or cooled.	the local environment	opens and closes and	Asking relevant
_	volume and the	interpret food chains	Measure and research	Skills: Questioning	circuit Recognise	questions and
the Summer and	strength of vibrations.	Skills: Questioning	temperatures in Celsius.	Asking relevant	common insulators &	suggesting where and
gaps in the	Recognise sounds get fainter as the distance	Asking relevant questions and	Identity evaporation and condensation in the	questions and suggesting where and	conductors.	how answers may be found
children's	from the source	suggesting where and	water cycle.	how answers may be		Tourid
learning.	increases Skills:	how answers may be	Skills: Questioning	found	Skills: Questioning	Assessing
	Questioning	found	Asking relevant		Asking relevant	Recognising,
	Asking relevant		questions and	Sorting	questions and	understanding, and
	questions and	Assessing	suggesting where and	Identifying, comparing,	suggesting where and	using scientific language
	suggesting where and	Recognising,	how answers may be	classifying and grouping	how answers may be	
	how answers may be	understanding, and	found		found	Recording
	found	using scientific language	Cauting	Assessing	Ai	Gathering, recording,
	Sorting	Recording	Sorting Identifying, comparing,	Recognising, understanding, and	Assessing Recognising,	classifying and presenting data using
	Identifying, comparing,	Gathering, recording,	classifying and grouping	using scientific language	understanding, and	diagrams, charts and
	classifying and grouping	classifying and	classifying and grouping	using scientific language	using scientific language	tables
		presenting data using	Assessing	Recording		
	Assessing	diagrams, charts and	Recognising,	Gathering, recording,	Recording	Observing
	Recognising,	tables	understanding, and	classifying and	Gathering, recording,	Identifying differences,
	understanding, and		using scientific language	presenting data using	classifying and	similarities and
	using scientific language	Observing		diagrams, charts and	presenting data using	changes, making
		Identifying differences,	Recording	tables	diagrams, charts and	connections and
	Recording	similarities and			tables	conclusions

Catharina varantus	alamana mastitis a	Catharina variation	Observing		1
Gathering, recording,	changes, making	Gathering, recording,	Observing		
classifying and	connections and	classifying and	Identifying differences,	Observing	Communicating
presenting data using	conclusions	presenting data using	similarities and	Identifying differences,	Talking and writing
diagrams, charts and		diagrams, charts and	changes, making	similarities and	about observations
tables	Communicating	tables	connections and	changes, making	sharing conclusions,
	Talking and writing		conclusions	connections and	suggesting possible
Observing	about observations	Observing		conclusions	reasons for results
Identifying differences,	sharing conclusions,	Identifying differences,	Communicating		
similarities and	suggesting possible	similarities and	Talking and writing	Communicating	Testing
changes, making	reasons for results	changes, making	about observations	Talking and writing	Carrying out practical
connections and		connections and	sharing conclusions,	about observations	enquires, and
conclusions	Testing	conclusions	suggesting possible	sharing conclusions,	comparative and fair
	Carrying out practical		reasons for results	suggesting possible	tests
Communicating	enquires, and	Communicating		reasons for results	
Talking and writing	comparative and fair	Talking and writing			Researching
about observations	tests	about observations		Testing	Using primary and
sharing conclusions,		sharing conclusions,	Researching	Carrying out practical	secondary information
suggesting possible	Researching	suggesting possible	Using primary and	enquires, and	to find out specific
reasons for results	Using primary and	reasons for results	secondary information	comparative and fair	ideas, concepts and
	secondary information		to find out specific	tests	laws
Testing	to find out specific	Testing	ideas, concepts and		
Carrying out practical	ideas, concepts and	Carrying out practical	laws	Researching	
enquires, and	laws	enquires, and		Using primary and	
comparative and fair		comparative and fair		secondary information	
tests		tests		to find out specific	
				ideas, concepts and	
Researching		Researching		laws	
Using primary and		Using primary and			
secondary information		secondary information		Measuring	
to find out specific		to find out specific		Estimating, making	
ideas, concepts and		ideas, concepts and		predictions and	
laws		laws		measuring	
				accurately, using	
Measuring		Measuring		appropriate	
Estimating, making		Estimating, making		equipment	
predictions and		predictions and			
measuring		measuring			
accurately, using		accurately, using			
appropriate		appropriate			
equipment		equipment			

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Properties materials (Material World)	Changes of materials Reversible change Irreversible change (Amazing Changes)	Earth & space (out of this World)	Forces (Lets get Moving)  Content: Explain	All living things (the Circle of Life)  Content: Describe	Animals including humans (growing Up and Growing old)  Content: Describe
	Content: Compare & group everyday materials on the basis of their properties.  Skills: Questioning Planning different types of scientific	Content: Know some materials dissolve in liquid to form solution & that it can be recovered. Use knowledge of solids, liquids & gases to decide how mixtures	content: Describe the movement of the earth & planets relative to the sun. Describe the movement of the moon relative to the earth. Describe the sun, earth and moon as spherical bodies. Use the	that unsupported objects fall to earth due to gravity. Identify the effects of air resistance, water resistance, and friction. Recognise how mechanisms including levers, pulleys & gears allow small force to have a greater effect	the differences in the life cycles of a mammal, amphibian, and insect and bird Describe the life process of reproduction in some plants and animals  Skills:	the changes as humans develop to old age. Changes during puberty.  Skills: Skills: Questioning Planning different types of scientific enquires, using key questions to guide investigations
	enquires, using key questions to guide investigations  Sorting Identifying, classifying describing and grouping in a range of scientific contexts and fields	might be separated. Demonstrate dissolving & mixing as reversible changes Explain some changes are irreversible.	idea of earth rotation to explain day and night and the apparent movement of the sun across the sky. Skills: Questioning Planning different	Skills: Questioning Planning different types of scientific enquires, using key questions to guide investigations  Assessing Reading, writing and	Questioning Planning different types of scientific enquires, using key questions to guide investigations  Assessing Reading, writing and using a range of scientific terminology	Assessing Reading, writing and using a range of scientific terminology  Recording Recording data and results of increasing complexity, using labelled diagrams, keys
	Assessing	Skills: Questioning	types of scientific enquires, using key	using a range of scientific terminology	Recording	tables, bar charts and line graphs

Reading, writing and	Planning different	questions to guide		Recording data and	
using a range of	types of scientific	investigations	Recording	results of increasing	Observing
scientific terminology	enquires, using key	g	Recording data and	complexity, using	Observing and
	questions to guide		results of increasing	labelled diagrams, keys	identifying connections
Recording	investigations		complexity, using	tables, bar charts and	and causal relationships
Recording data and	investigations	Assessing	labelled diagrams, keys	line graphs	and causar relationships
results of increasing	Sorting	Reading, writing and	tables, bar charts and	inte graphs	Communicating
complexity, using	er mg	using a range of	line graphs	Observing	Reporting on findings
labelled diagrams, keys	Identifying, classifying	scientific terminology	inte graphs	Observing and	from enquires through
labelled diagrams, keys	describing and grouping	Scientific retilinology	Observing	identifying connections	oral and writing
Observing	in a range of scientific	Recording	Observing and	and causal relationships	explanations, justifying
Observing and	contexts and fields	Recording data and	identifying connections	and caasar relationships	conclusions, forming
identifying connections	company and pictus	results of increasing	and causal relationships	Communicating	theories to support
and causal relationships		complexity, using	and caasar relationships	Reporting on findings	findings
and caddar relationships	Assessing	labelled diagrams, keys	Communicating	from enquires through	Timanigs
Communicating	Reading, writing and	tables, bar charts and	Reporting on findings	oral and writing	
Reporting on findings	using a range of	line graphs	from enquires through	explanations, justifying	Researching
from enquires through	scientific terminology	me graphs	oral and writing	conclusions, forming	Researching the
oral and writing	Scientific retilinology	Observing	explanations, justifying	theories to support	efforts of scientists
explanations, justifying	Recording	Observing and	conclusions, forming	findings	and identifying
conclusions, forming	Recording data and	identifying connections	theories to support	Tindings	evidence that has been
theories to support	results of increasing	and causal relationships	findings	Researching	used to support or
findings	complexity, using	una caasar relationships	Tindings	Researching the	refute theories.
Tinuings	labelled diagrams, keys	Communicating	Testing	efforts of scientists	successfully sifting key
Testing	tables, bar charts and	Reporting on findings	conducting fair tests,	and identifying	pieces of relevant
Conducting fair tests,	line graphs	from enquires through	explaining which	evidence that has been	information
explaining which	ine grupns	oral and writing	variables need to be	used to support or	mornation
variables need to be	Observing	explanations, justifying	controlled and why,	refute theories,	Measuring
controlled and why,	Observing and	conclusions, forming	recognising when	successfully sifting key	Talking measurements
recognising when	identifying connections	theories to support	further tests are	pieces of relevant	using a range of
further tests are	and causal relationships	findings	needed.	information	scientific equipment,
needed.	and causar relationships	Tindings	needed.	mjormation	with accuracy and
needed.	Communicating		Researching	Measuring	precision using test
Researching	Reporting on findings	Researching	Researching the	Talking measurements	results to make
Researching the	from enquires through	Researching the	efforts of scientists	using a range of	further predictions
efforts of scientists	oral and writing	efforts of scientists	and identifying	scientific equipment,	Tal Mel predictions
and identifying	explanations, justifying	and identifying	evidence that has been	with accuracy and	
evidence that has been	conclusions, forming	evidence that has been	used to support or	precision, using test	
used to support or	theories to support	used to support or	refute theories,	results to make	
refute theories,	findings	refute theories,	successfully sifting key	further predictions	
refute medites,	rmungs	refute medites,	successfully sitting key	Tar their predictions	

	I	I	T	T
successfully sifting key		successfully sifting key	pieces of relevant	
pieces of relevant	Testing conducting fair	pieces of relevant	information	
information.	tests, explaining which	information		
	variables need to be		Measuring	
Measuring	controlled and why,	Measuring	Talking measurements	
Talking measurements	recognising when	Talking measurements	using a range of	
using a range of	further tests are	using a range of	scientific equipment,	
	needed.			
scientific equipment,	needed.	scientific equipment,	with accuracy and	
with accuracy and		with accuracy and	precision , using test	
precision, using test	Researching	precision , using test	results to make	
results to make	Researching the	results to make	further predictions	
further predictions.	efforts of scientists	further predictions		
	and identifying			
	evidence that has been			
	used to support or			
	refute theories,			
	successfully sifting key			
	pieces of relevant			
	information			
	Information			
	Measuring			
	Talking measurements			
	using a range of			
	scientific equipment,			
	with accuracy and			
	precision , using test			
	results to make			
	further predictions			
	Turrier predictions			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Light Teachers should begin light as soon as Sats is completed and address any gaps in the children's learning.	Living things & their habitats (classifying Living Things)  Content: Describe how living things are classified into broad groups according to observable characteristics, similarities & differences, including microorganisms, plants & animals. Give reasons for classifications. Skills: Questioning Planning different types of scientific enquires, using key questions to guide investigations	Animals including humans (healthy Bodies)  Content: Identify & name parts of the human circulatory system. Describe function of heart, blood vessels & blood. Recognise the impact of diet, exercise, drugs & lifestyle on the way the human body functions. Describe how nutrients and water are transported within animals including humans.  Skills: Questioning Planning different types of scientific enquires, using key	Electricity (Electricity)  Content: How the brightness of a lamp or the volume of a buzzer may be affected by the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use symbols to represent a simple circuit in a diagram Skills: Questioning	Evolution & inheritance (Evolution and Inheritance)  Content: Recognise living things have changed over time. Know fossils provide information about living things that inhabited the earth millions of years ago. Recognise that living things produce offspring of the same kind but with variation. Identify how animals are adapted to their environment and how adaptions lead to evolution.  Skills: Questioning Planning different types of scientific enquires, using key questions to guide investigations	Recap and readdress gaps in their learning	Content: Recognise light travels in straight lines. Explain that objects are seen because they give out or reflect light to the eye. Explain why shadows have the same shape as the objects that cast them. Skills: Questioning Planning different types of scientific enquires, using key questions to guide investigations  Assessing Reading, writing and using a range of scientific terminology  Recording Recording data and results of increasing

	questions to guide	Planning different	Sorting	complexity, using
Sorting	investigations	types of scientific	Identifying, classifying	labelled diagrams, keys
Identifying, classifying		enquires, using key	describing and grouping	3
describing and grouping	Assessing	questions to guide	in a range of scientific	Observing
in a range of scientific	Reading, writing and	investigations	contexts and fields	Observing and
contexts and fields	using a range of	3		identifying connections
	scientific terminology	Assessing	Assessing	and causal relationships
	3.	Reading, writing and	Reading, writing and	•
Assessing	Recording	using a range of	using a range of	Communicating
Reading, writing and	Recording data and	scientific terminology	scientific terminology	Reporting on findings
using a range of	results of increasing	. 31	3,	from enquires through
scientific terminology	complexity, using	Recording	Recording	oral and writing
, , , , , , , , , , , , , , , , , , ,	labelled diagrams, keys	Recording data and	Recording data and	explanations, justifying
Recording	· · · · · · · · · · · · · · · · · · ·	results of increasing	results of increasing	conclusions, forming
Recording data and	Observing	complexity, using	complexity, using	theories to support
results of increasing	Observing and	labelled diagrams, keys	labelled diagrams, keys	findings
complexity, using	identifying connections	, according analysis and property	,	,ege
labelled diagrams, keys	and causal relationships	Observing	Observing	Testing
,		Observing and	Observing and	conducting fair tests,
Observing	Communicating	identifying connections	identifying connections	explaining which
Observing and	Reporting on findings	and causal relationships	and causal relationships	variables need to be
identifying connections	from enquires through			controlled and why,
and causal relationships	oral and writing	Communicating	Communicating	recognising when
	explanations, justifying	Reporting on findings	Reporting on findings	further tests are
Communicating	conclusions, forming	from enquires through	from enquires through	needed.
Reporting on findings	theories to support	oral and writing	oral and writing	
from enquires through	findings	explanations, justifying	explanations, justifying	Researching
oral and writing	,ge	conclusions, forming	conclusions, forming	Researching the
explanations, justifying	Testing conducting fair	theories to support	theories to support	efforts of scientists
conclusions, forming	tests, explaining which	findings	findings	and identifying
theories to support	variables need to be	····ge	,ge	evidence that has been
findings	controlled and why,	Testing conducting fair	Testing conducting fair	used to support or
· ··· ·· · · · · · · · · · · · · · · ·	recognising when	tests, explaining which	tests, explaining which	refute theories,
Testing conducting fair	further tests are	variables need to be	variables need to be	successfully sifting key
tests, explaining which	needed.	controlled and why,	controlled and why,	pieces of relevant
variables need to be		recognising when	recognising when	information
controlled and why,	Researching	further tests are	further tests are	
recognising when	Researching the	needed.	needed.	Measuring
further tests are	efforts of scientists			Talking measurements
needed.	and identifying	Researching	Researching	using a range of
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Researching Researching the efforts of scientists and identifying evidence that has been used to support or refute theories, successfully sifting key pieces of relevant information  Measuring Talking measurements using a range of scientific equipment, with accuracy and precision, using test results to make further predictions  Researching the efforts of scientists and identifying evidence that has been used to support or refute theories, successfully sifting key pieces of relevant information  Researching the efforts of scientists and identifying evidence that has been used to support or refute theories, successfully sifting key pieces of relevant information  Measuring Talking measurements using a range of scientific equipment, with accuracy and precision, using test results to make further predictions e.g dataloggers	Researching the efforts of scientists and identifying evidence that has been used to support or refute theories, successfully sifting key pieces of relevant information	scientific equipment, with accuracy and precision , using test results to make further predictions
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