

	Autumn Term	Spring Term	Summer term	Working Scientifically
Year 1	Animals, (Identifying naming human body parts, which part of the body is associated with each sense)	Plants (names and structure) Everyday materials (names and properties of simple materials)	Seasonal Changes (changes and weather) This will be taught throughout the year Everyday materials (names and properties of simple materials)	<p>This is what the children 'do' in order to find out:</p> <ul style="list-style-type: none"> ➤ Observing over time ➤ Pattern seeking ➤ Identifying, classifying and grouping ➤ Comparative & fair testing ➤ Research using secondary sources ➤ should seek answers to questions through collecting, analysing and presenting data. <p>Working scientifically covers the predicting, planning, carrying out, finding and recording of results, conclusion and presentation of these types of investigations.</p>
Year 2	Uses of every day materials (suitability and changing shapes of materials)	Animals, including humans (Health and growth)	Plants (growing conditions for seeds and bulbs) Living things and their habitats (suitable habitats/simple food chains)	<p>In Years 1 and 2</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions.
Year 3	Rocks and Solis (Simple properties and fossils) Light (dark is the absence of light, size of shadows)	Forces and magnets (friction-how things move on different surfaces/magnets)	Plant (functions of parts and life cycles) Animals, including humans (skeletons and muscles)	<p>In Years 3 and 4</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • 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. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to
Year 4	Inside the body (teeth, eating digestive) Living things and their habitats (grouping and simple classifying/changes to habitats can pose dangers).	States of matter and the Water Cycle Electricity (simple circuit, switches)	Sound (fainter sounds further away, vibrations, pitch and volume)	<ul style="list-style-type: none"> • Using straightforward scientific evidence to

				answer questions or to support their findings.
Year 5	<p>Forces (gravity, friction, air-resistance, levers, pulleys and gears)</p> <p>Earth and Space</p> <p>Properties and changes of materials.</p>	<p>Properties and changes of materials. Properties and changes of materials (including thermal and electrical conductivity, mixing and separating reversible and irreversible).</p>	<p>Living things and their habitats (life cycles, reproduction) Animals, including humans (changes in humans as they grow)</p> <p>Properties and changes of materials (including thermal and electrical conductivity, mixing and separating reversible and irreversible).</p>	<p>In Years 5 and 6</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • Using test results to make predictions to set up further comparative and fair test using simple models to describe scientific ideas • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support
Year 6	<p>Living things and their habitats (classifying) Evolution and inheritance (fossils, adaptation)</p>	<p>Electricity what affects bulbs brightness and buzzer volume, voltage and symbols. Light (Travels in straight lines, how we see things)</p>	<p>Animals inc humans Circulatory system and functions of the heart.</p>	

Key: **Physics** Biology Chemistry