



Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

Science Long Term Planning Grid 23/24						
Class/term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p>		<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p>		<p>ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>ELG The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
<p>~Working scientifically statements</p> <p>~Investigation and/or experiment ideas</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> ● Ask Why questions, ask questions to find out more ● Choose the right resources to carry out their own plan ● Talk about what they see using a wide vocabulary ● Use new vocabulary ● Talk about what they see using a wide vocabulary 					

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	<ul style="list-style-type: none"> ● Compare quantities using language 'more than, fewer than ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently ● Make comparisons between objects relating to size, length, weight and capacity ● Write short sentences with words with known sound letter correspondence ● Begin to describe a sequence of events, real or fictional using words such as first ● Draw information from a single map ● Articulate their ideas and thoughts in well – formed sentences <p>Investigation/experiment ideas</p> <p>Teachers should plan in at least 2 investigations or experiments for each term</p>		
Year 1 Topic Cycle A	Everyday materials	Keeping healthy	Living things and their habitats
Year 1 Topic Cycle B	Plants Animals including humans	Everyday materials and their uses	Seasonal Change
~Working scientifically statements ~Investigation and/or experiment ideas	<p>Working Scientifically</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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. <p>Investigation/experiment ideas</p> <p>Teachers should plan in at least 2 investigations or experiments for each strand</p>		

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Year 2 Topic Cycle A	Everyday materials	Keeping healthy	Living things and their habitats
Year 2 Topic Cycle B	Plants Animals including humans	Everyday materials and their uses	Seasonal change
~Working scientifically statements ~Investigation and/or experiment ideas	<p>Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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. <p>Investigation/experiment ideas Teachers should plan in at least 2 investigations or experiments for each strand</p>		
Year 3 Topic cycle A	States of matter	Rocks, plants & living things and their habitats	Forces and magnets
Year 3 Topic cycle B	Animals including humans	Light, sound and electricity	Plants & animals including humans
~Working scientifically statements ~Investigation and/or experiment ideas	<p>Working Scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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 		

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	<ul style="list-style-type: none"> ● 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 answer questions or to support their findings. <p>Investigation/experiment ideas Teachers should plan in at least 2 investigations or experiments for each strand</p>		
Year 4 Topic cycle A	States of matter	Rocks, plants & living things and their habitats	Forces and magnets
Year 4 topic cycle B	Animals including humans	Light, sound and electricity	Plants & animals including humans
~Working scientifically statements ~Investigation and/or experiment ideas	<p>Working Scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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 answer questions or to support their findings. <p>Investigation/experiment ideas Teachers should plan in at least 2 investigations or experiments for each strand</p>		

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Year 5 Topic cycle A	Properties and changes of materials	Evolution and inheritance	Earth and space
Year 5 Topic cycle B	Forces	Living things and their habitats	Animals including humans
~Working scientifically statements ~Investigation and/or experiment ideas	<p>Working Scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● using test results to make predictions to set up further comparative and fair tests ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ● identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Investigation/experiment ideas Teachers should plan in at least 2 investigations or experiments for each strand</p>		

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Year 6 Topic cycle A	Light	Evolution and inheritance	Animals including humans
Year 6 Topic cycle B	Electricity	Living things and their habitats	Investigations and experiments linked to thinking scientifically
~Working scientifically statements ~Investigation and/or experiment ideas	<p>Working Scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● using test results to make predictions to set up further comparative and fair tests ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ● identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Investigation/experiment ideas</p> <p>Teachers should plan in at least 2 investigations or experiments for each strand</p>		

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2022 was the full introduction of the new topic-based curriculum

2022/23 coverage is as follows that ensures there are no gaps due to new topic-based curriculum introduction

Year Group/Term Cycle A 2022/23	Autumn	Spring	Summer
EYFS	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p>	<p>ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>ELG The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

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Year 1	Materials	Animals including humans	Seasonal changes
Year 2	Materials and their uses	Animals including humans	Living things and their habitats
Year 3	states of matter	Rocks, Plants & living things and their habitats	Forces and magnets
Year 4	States of matter	Electricity Living things and their habitats	Animals including humans Sound
Year 5	Light	Evolution and inheritance	Animals including humans
Year 6	Light	Evolution and inheritance	Animals including humans

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