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| Working Scientifically –Year 1/2 (2 Year rolling programme) | | | | | | | |
| **Year A – Year 1** content taught within the 2 year rolling programme. | Ask simple questions. | Observe closely, using simple equipment. | Use observations and ideas suggest answers to questions. | Identify and classify, suggesting ideas for groups. | Perform simple comparative tests. | Gather and record simple data to help in answering questions. | Biology |
| Chemistry |
| Physics |
| Year 1/2  Autumn 1 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | Parts of animals |
| Year 1/2  Autumn 2 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | Types of animals |
| Year 1/2  Spring 1 | Year 2 content taught here | | | | | | Feeding and exercise. |
| Year 1/2  Spring 2 | 🗸 | 🗸 | 🗸 |  |  | 🗸 | Changing seasons |
| Year 1/2  Summer 1 | Year 2 content taught here | | | | | | Habitats |
| Year 1/2  Summer 2 | Year 2 content taught here | | | | | | Living things |

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| Working Scientifically –Year 1/2 (2 Year rolling programme) | | | | | | | |
| **Year B– Year 1** content taught within the 2 year rolling programme. | Ask simple questions. | Observe closely, using simple equipment. | Use observations and ideas suggest answers to questions. | Identify and classify, suggesting ideas for groups. | Perform simple comparative tests. | Gather and record simple data to help in answering questions. | Biology |
| Chemistry |
| Physics |
| Year 1/2  Autumn 1 | 🗸 | 🗸 |  | 🗸 |  | 🗸 | Plants |
| Year 1/2  Autumn 2 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | Comparing materials |
| Year 1/2  Spring 1 | Year 2 content taught here | | | | | | Growing plants |
| Year 1/2  Spring 2 | 🗸 | 🗸 | 🗸 |  |  | 🗸 | Identifying materials |
| Year 1/2  Summer 1 | Year 2 content taught here | | | | | | Changing shape |
| Year 1/2  Summer 2 | Year 2 content taught here | | | | | | Uses of materials |

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| Working Scientifically –Year 1/2 (2 Year rolling programme) | | | | | | | |
| **Year A – Year 2** content taught within the 2 year rolling programme. | Ask simple questions. | Observe closely, using simple equipment. | Use observations and ideas suggest answers to questions. | Identify and classify, suggesting ideas for groups. | Perform simple comparative tests. | Gather and record simple data to help in answering questions. | Biology |
| Chemistry |
| Physics |
| Year 1/2  Autumn 1 | Year 1 content taught here | | | | | | Parts of animals |
| Year 1/2  Autumn 2 | Year 1 content taught here | | | | | | Types of animals |
| Year 1/2  Spring 1 |  |  |  | 🗸 | 🗸 | 🗸 | Feeding and exercise |
| Year 1/2  Spring 2 | Year 1 content taught here | | | | | | Changing seasons |
| Year 1/2  Summer 1 | 🗸 | 🗸 |  | 🗸 |  | 🗸 | Habitats |
| Year 1/2  Summer 2 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | Living things |

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| Working Scientifically –Year 1/2 (2 Year rolling programme) | | | | | | | |
| **Year B – Year 2** content taught within the 2 year rolling programme. | Ask simple questions. | Observe closely, using simple equipment. | Use observations and ideas suggest answers to questions. | Identify and classify, suggesting ideas for groups. | Perform simple comparative tests. | Gather and record simple data to help in answering questions. | Biology |
| Chemistry |
| Physics |
| Year 1/2  Autumn 1 | Year 1 content taught here | | | | | | Plants |
| Year 1/2  Autumn 2 | Year 1 content taught here | | | | | | Comparing materials |
| Year 1/2  Spring 1 | 🗸 | 🗸 | 🗸 |  | 🗸 |  | Growing plants |
| Year 1/2  Spring 2 | Year 1 content taught here | | | | | | Identifying materials |
| Year 1/2  Summer 1 | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | Changing shape |
| Year 1/2  Summer 2 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | Uses of materials |

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| Working Scientifically –Year 3/4 (2 Year rolling programme) | | | | | | | | | |  |
| **Year A – Year 3** content taught within the 2 year rolling programme. | Ask relevant questions. | Set up simple, practical enquiries and comparative and fair tests. | Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. | Gather, record, classify and present data in a variety of ways to help in answering questions. | Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. | Identify differences, similarities or changes related to simple, scientific ideas and processes. | Use straightforward, scientific evidence to answer questions or to support their findings. | Biology |
| Chemistry |
| Physics |
| Year 3/4  Autumn 1 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  | 🗸 | Movement and feedback |
| Year 3/4  Autumn 2 | Year 4 content taught here | | | | | | | | | Grouping living things |
| Year 3/4  Spring 1 | Year 4 content taught here | | | | | | | | | Electricity |
| Year 3/4  Spring 2 | Year 4 content taught here | | | | | | | | | Human nutrition |
| Year 3/4  Summer 1 | Year 4 content taught here | | | | | | | | | Dangers to living things |
| Year 3/4  Summer 2 | Year 4 content taught here | | | | | | | | | Sound |

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| Working Scientifically –Year 3/4 (2 Year rolling programme) | | | | | | | | | | |  |
| **Year B – Year 3** content taught within the 2 year rolling programme. | Ask relevant questions. | Set up simple, practical enquiries and comparative and fair tests. | Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. | Gather, record, classify and present data in a variety of ways to help in answering questions. | | Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. | Identify differences, similarities or changes related to simple, scientific ideas and processes. | Use straightforward, scientific evidence to answer questions or to support their findings. | Biology |
| Chemistry |
| Physics |
| Year 3/4  Autumn 1 | 🗸 | 🗸 | 🗸 | 🗸 | |  |  | 🗸 |  | 🗸 | What plants need |
| Year 3/4  Autumn 2 | Year 4 content taught here | | | | | | | | | | Changing states |
| Year 3/4  Spring 1 | 🗸 | 🗸 | 🗸 | | 🗸 |  |  | 🗸 | 🗸 | 🗸 | Magnets & forces |
| Year 3/4  Spring 2 | 🗸 |  | 🗸 | | 🗸 |  |  |  |  | 🗸 | Parts of plants |
| Year 3/4  Summer 1 |  | 🗸 | 🗸 | |  |  |  |  |  |  | Rocks and soils |
| Year 3/4  Summer 2 |  | 🗸 | 🗸 | | 🗸 |  | 🗸 | 🗸 |  |  | Lights and shadows |

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| Working Scientifically –Year 3/4 (2 Year rolling programme) | | | | | | | | | | |  |
| **Year A – Year 4** content taught within the 2 year rolling programme. | Ask relevant questions. | Set up simple, practical enquiries and comparative and fair tests. | Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. | Gather, record, classify and present data in a variety of ways to help in answering questions. | | Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. | Identify differences, similarities or changes related to simple, scientific ideas and processes. | Use straightforward, scientific evidence to answer questions or to support their findings. | Biology |
| Chemistry |
| Physics |
| Year 3/4  Autumn 1 | Year 3 content taught here | | | | | | | | | | Movement and feedback |
| Year 3/4  Autumn 2 |  |  | 🗸 | 🗸 | | 🗸 | 🗸 |  |  | 🗸 | Grouping living things |
| Year 3/4  Spring 1 | 🗸 |  |  | |  | 🗸 |  | 🗸 | 🗸 | 🗸 | Electricity |
| Year 3/4  Spring 2 | 🗸 | 🗸 |  | |  |  | 🗸 | 🗸 |  |  | Human nutrition |
| Year 3/4  Summer 1 | 🗸 | 🗸 |  | | 🗸 |  |  |  |  | 🗸 | Dangers to living things |
| Year 3/4  Summer 2 |  | 🗸 |  | | 🗸 |  |  |  | 🗸 |  | Sound |

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| Working Scientifically –Year 3/4 (2 Year rolling programme) | | | | | | | | | |  |
| **Year B – Year 4** content taught within the 2 year rolling programme. | Ask relevant questions. | Set up simple, practical enquiries and comparative and fair tests. | Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. | Gather, record, classify and present data in a variety of ways to help in answering questions. | Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. | Identify differences, similarities or changes related to simple, scientific ideas and processes. | Use straightforward, scientific evidence to answer questions or to support their findings. | Biology |
| Chemistry |
| Physics |
| Year 3/4  Autumn 1 | Year 3 content taught here | | | | | | | | | What plants need |
| Year 3/4  Autumn 2 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 | Changing states |
| Year 3/4  Spring 1 | Year 3 content taught here | | | | | | | | | Magnets & forces |
| Year 3/4  Spring 2 | Year 3 content taught here | | | | | | | | | Parts of plants |
| Year 3/4  Summer 1 | Year 3 content taught here | | | | | | | | | Rocks and soils |
| Year 3/4  Summer 2 | Year 3 content taught here | | | | | | | | | Light and shadows |

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| Working Scientifically –Year 5/6 (2 Year rolling programme) | | | | | | | | | | |
| **Year A – Year 5** content taught within the 3 year rolling programme. | Plan enquiries, including recognising and controlling variables where necessary. | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. | Take measurements, using a range of scientific equipment, with increasing accuracy and precision. | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. | Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. | Present findings in written form, displays and other presentations. | Use test results to make predictions to set up further comparative and fair tests. | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. |  | Biology |
| Chemistry |
| Physics |
| Year 5/6  Autumn 1 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | Life cycles |
| Year 5/6  Autumn 2 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | Changing circuits |
| Year 5/6  Spring 1 | 🗸 |  | 🗸 |  | 🗸 |  |  |  |  | Our bodies |
| Year 5/6  Spring 2 | 🗸 |  | 🗸 | 🗸 |  |  |  |  |  | Light and sight |
| Year 5/6  Summer 1 | 🗸 |  |  |  | 🗸 |  |  | 🗸 |  | Evolution and inheritance |
| Year 5/6  Summer 2 | No Science taught here | | | | | | | | | |

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| Working Scientifically –Year 5/6 (2 Year rolling programme) | | | | | | | | | | | |
| **Year B – Year 5** content taught within the 3 year rolling programme. | Plan enquiries, including recognising and controlling variables where necessary. | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. | Take measurements, using a range of scientific equipment, with increasing accuracy and precision. | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. | Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. | Present findings in written form, displays and other presentations. | Use test results to make predictions to set up further comparative and fair tests. | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. |  | Biology | |
| Chemistry | |
| Physics | |
| Year 5/6  Autumn 1 | 🗸 |  |  | 🗸 |  |  | 🗸 | 🗸 |  | Earth & space | |
| Year 5/6  Autumn 2 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | Separating mixtures | |
| Year 5/6  Spring 1 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | Types of change | |
| Year 5/6  Spring 2 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | Materials | |
| Year 5/6  Summer 1 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | Forces | |
| Year 5/6  Summer 2 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | | Classifying living things |

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| Working Scientifically –Year 5/6 (2 Year rolling programme) | | | | | | | | | | |
| **Year A – Year 6** content taught within the 3 year rolling programme. | Plan enquiries, including recognising and controlling variables where necessary. | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. | Take measurements, using a range of scientific equipment, with increasing accuracy and precision. | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. | Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. | Present findings in written form, displays and other presentations. | Use test results to make predictions to set up further comparative and fair tests. | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. |  | Biology |
| Chemistry |
| Physics |
| Year 5/6  Autumn 1 | Year 5 content taught here | | | | | | | | | Life cycles |
| Year 5/6  Autumn 2 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | Changing circuits |
| Year 5/6  Spring 1 | 🗸 |  | 🗸 |  | 🗸 |  |  |  |  | Our bodies |
| Year 5/6  Spring 2 | 🗸 |  | 🗸 | 🗸 |  |  |  |  |  | Light and sound |
| Year 5/6  Summer 1 | 🗸 |  |  |  | 🗸 |  |  | 🗸 |  | Evolution and inheritance |
| Year 5/6  Summer 2 |  | | | | | | | | | |

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| Working Scientifically –Year 5/6 (2 Year rolling programme) | | | | | | | | | | | |
| **Year B – Year 6** content taught within the 3 year rolling programme. | Plan enquiries, including recognising and controlling variables where necessary. | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. | Take measurements, using a range of scientific equipment, with increasing accuracy and precision. | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. | Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. | Present findings in written form, displays and other presentations. | Use test results to make predictions to set up further comparative and fair tests. | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. |  | Biology | |
| Chemistry | |
| Physics | |
| Year 5/6  Autumn 1 | Year 5 content taught here | | | | | | | | | Earth & space | |
| Year 5/6  Autumn 2 | Year 5 content taught here | | | | | | | | | Separating mixtures | |
| Year 5/6  Spring 1 | Year 5 content taught here | | | | | | | | | Types of change | |
| Year 5/6  Spring 2 | Year 5 content taught here | | | | | | | | | Materials | |
| Year 5/6  Summer 1 | Year 5 content taught here | | | | | | | | | Forces | |
| Year 5/6  Summer 2 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | | Classifying living things |