

Eynesbury Church of England Primary School
Science Long Term Plan – based on Grammarsaurus
2026 – 2027



	AUTUMN TERM 2026		SPRING TERM 2027		SUMMER TERM 2027	
EYFS	SEASONS - AUTUMN	SEASONS – AUTUMN/WINTER	SEASONS -WINTER	SEASONS – WINTER/SPRING	SEASONS - SPRING	SEASONS – SPRING/SUMMER
	Exploring the Outside Environment/Noticing seasons/ Shapes and Patterns in nature					
	Grammarsaurus resources: Weather and Seasons					
Pre-School	I WONDER ABOUT ME AND MY SCHOOL Exploring the outside/Environment/Noticing Seasons/ Shapes and Patterns in nature	I WONDER ABOUT ME AND MY SCHOOL Light and dark/Hibernation/ Winterwatch/	I WONDER ABOUT THE WORLD AROUND ME Big Birdwatch/ Exploring the Outside Environment/	I WONDER ABOUT THE WORLD AROUND ME Caring for our World and our garden/ Seeds/ Planting Engineering –Investigating Mechanics. Forces/Materials/	I WONDER WHY THINGS CHANGE Life Cycles. Tadpoles/Caterpillars Mapping the garden/Where we live. Our history /community. The world.	
Reception	I WONDER ABOUT ME AND MY SCHOOL Decay Autumn	I WONDER ABOUT ME AND MY SCHOOL Light, Dark, Potions and explosions!	I WONDER ABOUT THE WORLD AROUND ME Weather Changes Ice – Transformation Geography -around the world and our places.	I WONDER ABOUT THE WORLD AROUND ME New Life Plants and Growth	I WONDER WHY THINGS CHANGE New Life Plants and Growth Investigations linked to Topics of interest to the children. The Beach/Hot and Cold Making Ice Creams and Lollipops.	
Year 1	HOW CAN WE GROUP ANIMALS AND WHAT MAKES US HUMAN? Animals including humans	WHAT ARE THE SEASONS? Seasonal Changes	HOW CAN WE IDENTIFY PLANTS AND TREES? Plants		WHY DO WE USE DIFFERENT MATERIALS FOR DIFFERENT THINGS? Everyday materials	
Year 2	HOW DO ANIMALS SURVIVE, GROW AND STAY HEALTHY? Animals including humans	WHAT CHANGES OCCUR THROUGHOUT THE SEASONS? Seasonal Changes	HOW DO SEEDS AND BULBS GROW INTO HEALTHY PLANTS? Plants		HOW ARE MATERIALS CHOSEN IN DESIGN? Materials	HOW DO WE KNOW SOMETHING IS ALIVE? Living Things and their Habitats
Year 3	HOW THE SYSTEMS INSIDE OUR BODY WORK TO MAKE A HEALTHY HUMAN? Animals including humans	HOW CAN WE CLASSIFY ROCKS? Rocks and soils	HOW DO MAGNETS WORK? Forces and magnets		WHAT IS LIGHT? Light	HOW DOES EACH PART OF A PLANT FULFIL ITS FUNCTION? Plants

Year 4	WHAT HAPPENS TO THE FOOD WE EAT? Animals including humans	WHAT IS ELECTRICITY? Electricity	CAN MATERIALS CHANGE STATE? States of matter		WHICH LIVING THINGS CAN BE FOUND IN THE LOCAL AREA? Living Things and their Habitats	WHAT IS SOUND? Sound
Year 5	ARE THERE DIFFERENT TYPES OF FORCES? Forces	HOW DOES THE EARTH FIT INTO OUR SOLAR SYSTEM? Earth and Space	HOW DO MATERIALS CHANGE? Properties and changes of materials		HOW DO WE CHANGE AS WE GROW OLDER? Animals including humans	HOW DO LIVING THINGS REPRODUCE AND WHY IS THIS IMPORTANT IN A LIFE CYCLE? Living Things and their Habitats
Year 6	HOW DO AN ANIMAL'S LIVING SYSTEMS WORK TOGETHER TO MAINTAIN A HEALTHY BODY? Animals including humans	HOW CAN CIRCUITS VARY? Electricity	WHAT IS CLASSIFICATION? Living Things and their Habitats	WHAT IS EVOLUTION? Evolution and inheritance	WHAT IS LIGHT? Light	

Statutory Objectives that must be met:

EYFS	Understanding the World: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants - 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 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter			Personal, Social and Emotional Development – managing self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	
Year 1	Working scientifically - 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	Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees	Animals, including humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Everyday materials - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday	Seasonal changes - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies

			identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	materials on the basis of their simple physical properties		
Year 2	Working scientifically - 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	Plants - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Animals, including humans - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Use of everyday materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		Living things and their habitats - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Year 3	Working scientifically - 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	Plants - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Animals, including humans - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement	Rocks - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter	Light - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change	Forces and magnets - compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having 2 poles - predict whether 2 magnets will attract

	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.					or repel each other, depending on which poles are facing
Year 4	Working scientifically - 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.	Electricity - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors	Animals, including humans - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey	States of matter - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Sound - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases	Living things and their habitats - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things

Year 5	Working scientifically - 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 a 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	Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Animals, including humans describe the changes as humans develop to old age	Properties and changes of materials - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	Earth and space - describe the movement of the Earth and other planets relative to the sun in the solar system - describe the movement of the moon relative to the Earth - describe the sun, Earth and moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Living things and their habitats - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals
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Year 6	Working scientifically	Electricity	Animals including humans	Evolution and inheritance	Light	Living things and their habitats
	- 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 a 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	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the 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 recognised symbols when representing a simple circuit in a diagram	- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans	- recognise that living things have changed over time and that 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 normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics

Eynesbury Church of England Primary School
Science Medium-term Plan
2026 – 2027



Spare weeks	Animals including humans	Seasonal changes	Plants	Everyday Materials and their uses	Living Things and Their habitats	Rocks and soils	Light	Magnets	Electricity	Changing states	Sound	Forces	Properties and changes of materials	Earth and Space	Evolution
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn A 2026 (8 weeks)	What does a Y1 Scientist look like? Introduction to our Scientist of the half term: Albert Einstein	What does a Y2 Scientist look like? Introduction to our Scientist of the half term: Albert Einstein	What does a Y3 Scientist look like? Introduction to our Scientist of the half term: Albert Einstein	What does a Y4 Scientist look like? Introduction to our Scientist of the half term: Albert Einstein	What does a Y5 Scientist look like? Introduction to our Scientist of the half term: Albert Einstein	What does a Y6 Scientist look like? Introduction to our Scientist of the half term: Albert Einstein
	What is this animal?	What help animals and humans survive?	How does our skeleton help us?	What happens to the food we eat?	Why do things fall to Earth?	What is the circulatory system?
	How are animals different?	How can we identify animals and their young?	Do our bones affect what we can do?	Which drink causes the most tooth decay?	Do heavier things fall faster?	What is the function of the heart, blood and blood vessels?

	Do all animals eat the same food?	What is an animal life cycle?	What do our muscles do?	What is the digestive system?	How does air slow things down?	How does exercise affect my heart rate?
	Forest School session	Why is exercise good for us?	Forest School session	What happens to food as we travel through the digestive system?	Which shoes grip best?	How does blood transport around my body?
	What are senses?	How can we stay healthy?	Do all animals have the same skeleton?	What is a food chain?	IOW week	How can I live a healthy lifestyle?
	Are all humans the same?	Forest School session	What types of nutrition do we need?	Forest School session	Why is it so hard to move through water?	What can damage our health?
	What are our body parts called?	What is a healthy diet?	What are rocks?		How can simple machines make jobs easier?	
Autumn B 2026 (7 weeks)	Introduction to our Scientist of the half term:David Attenborough Panda Week	Introduction to our Scientist of the half term:David Attenborough Panda Week	Introduction to our Scientist of the half term:David Attenborough Panda Week	Introduction to our Scientist of the half term:David Attenborough Panda Week	Introduction to our Scientist of the half term:David Attenborough Panda Week	Introduction to our Scientist of the half term:David Attenborough Panda Week
	When is autumn?	Why do we need to have good hygiene?	Are rocks all the same?	Which appliances use electricity?	What are the names of the planets in the Solar System and How do we know the Earth is a sphere?	What is electricity and how do we stay safe? How can I get my circuit to work?
	What is the weather like in autumn?	How can we feel better when we are ill?	How are rocks formed?	How can I make a simple circuit?	How long does it take the Earth (and other planets) to orbit the sun?	How do we draw circuits using scientific symbols? How does changing the voltage affect the circuit?
	What events happen in autumn?	How do seasons make a cycle?	Which rocks make up the Earth?	Will the bulb light?	What is the largest object that orbits the Earth?	What happens when we add components in a circuit?
	Forest School session	How do animals survive the seasons?	What are soils?	How can we test if a material is a conductor or insulator?	Why is there day and night on Earth?	HILLTOP WEEK
		How do living things change across the year?	How are fossils formed?	How do switches affect a circuit?	Does the moon change shape?	Can we design and test our own circuit system?
	Panto visit	Panto visit	Panto visit	Panto visit	Panto visit	Panto visit
Spring A 2027 (6 weeks)	Introduction to our Scientist of the half term: Marie Curie What is a plant?	Introduction to our Scientist of the half term: Marie Curie What is a plant and where does it come from?	Introduction to our Scientist of the half term: Marie Curie How do magnets work?	Introduction to our Scientist of the half term: Marie Curie Solids, Liquids and Gases	Introduction to our Scientist of the half term: Marie Curie How can we sort these materials?	Introduction to our Scientist of the half term: Marie Curie How are animals classified?
	What are the parts of a plant?	When does a seed start to grow?	What can forces do?	Liquid investigation	Which material will keep a hot drink warm the longest?	What is a classification key?
	How do plant start to grow?	How do plants grow from bulbs?	How do surfaces affect movement?	Forest School session	Why does sugar disappear in water but sand doesn't?	Is yeast a living organism?
	How are flowers different?	Which conditions help a plant to grow well?	Which materials are magnetic?	Using a thermometer	How can we make something dissolve faster?	What are the
	Forest School session	Where will this plant grow best?	How do magnetic forces work?	How do materials change state?	Forest School session	Forest School session
	How do plants change as they grow?	Forest School session	Forest School session	What is the water cycle?		
Spring B 2027 (5 weeks)	Introduction to our Scientist of the half term: Katherine Johnson	Introduction to our Scientist of the half term: Katherine Johnson	Introduction to our Scientist of the half term: Katherine Johnson Are all magnets the same?	Introduction to our Scientist of the half term: Katherine Johnson Evaporation fair test	Introduction to our Scientist of the half term: Katherine Johnson How can we clean muddy water?	Introduction to our Scientist of the half term: Charles Darwin Plant adaptation

	What makes trees different from other plants?	Forest School session	Are all magnets the same strength?	Forest School session	How can we get salt back out of salty water?	Evolution adaptation
	Why do some trees keep their leaves?	Forest School session	School trip – Flag Fen	School trip - Grafham Residential	Why can't we "un-cook" an egg?	Evolution – natural selection
	Forest School session					Offspring and genetics
	Which part of the plant do we eat?					How fossils help us understand?
Summer A 2027 (7 weeks)	Introduction to our Scientist of the half term: Thomas Edison What are materials?	Introduction to our Scientist of the half term: Thomas Edison What are materials?	Introduction to our Scientist of the half term: Thomas Edison What is light?	Introduction to our Scientist of the half term: Thomas Edison What are the seven life processes?	Introduction to our Scientist of the half term: Thomas Edison How do we change as we grow older?	Introduction to our Scientist of the half term: Thomas Edison How does light travel?
	How are materials different?	What do we use materials for?	What is reflected light?	How can we sort and group animals?	How do humans change throughout their life?	Which materials make the best reflectors?
	Forest School session	How can we change the shape of materials?	Is the sun dangerous?	What are vertebrate animals?	How do we change through puberty?	How does the eye work?
	What are objects made from?	Forest school session	What is a shadow?	Which living things can be found in the local area?	How do we change when we are senior?	How do shadows change through the day?
	How can we sort materials?	Which materials should the pigs make their house from?	Does moving the light source change the shadow?	What is a classification key?	How can I live a healthy lifestyle?	Why do objects look different in water?
	Are shiny objects always made from metal?	Which material will protect Humpty Dumpty?	How do mirrors work?	How is our environment changing?		How do mirrors work?
	Which material would make the best umbrella?	Is it living, dead or never been alive?	Forest School session	Forest School session		
Summer B 2027 (7 weeks)	Introduction to our Scientist of the half term: Tim Peake Forest School session	Introduction to our Scientist of the half term: Tim Peake What is a micro-habit?	Introduction to our Scientist of the half term: Tim Peake How does each part help a plant to survive?	Introduction to our Scientist of the half term: Tim Peake How are sounds made?	Introduction to our Scientist of the half term: Tim Peake How do plants reproduce?	
		How are habitats different around the world?	How does water travel through a plant?	What are sound vibrations?	How do flowering plants reproduce?	
	Forest School session	What conditions do woodlice prefer?	What does a plant need to stay healthy?	What is inside your ear?	What are the stages of a life cycle of a plant?	
	School trip	School trip	What's inside a flower?	How does the size of the pinnae affect the volume of sound?	How do animals change and grow?	
		How are living things adapted to their habitats?	Why are flowers different shapes and colours?	What is pitch?	Does every egg have the same lifecycle?	
		What is a food chain?	How are seeds dispersed?	Volume patterns	What makes a mammal's life cycle special?	

Working Scientifically Progression Chart

Working scientifically specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. Types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.



KEY STAGE 1

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:

Year 1	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.
Animals inc humans	Lesson 2	Lesson 6		Lesson 1 Lesson 3 Lesson 5	Lesson 2	
Plants	Lesson 5	Lesson 3 Lesson 4 Lesson 5		Lesson 1 Lesson 2	Lesson 7	
Materials	Lesson 4	Lesson 5 Lesson 6	Lesson 4 Lesson 5 Lesson 6	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 5 Lesson 6	Lesson 5 Lesson 6
Seasonal change		Lesson 5	Lesson 5	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 5	Lesson 5

Year 2	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.
Animals inc humans		Lesson 4 Lesson 5	Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3	Lesson 4 Lesson 5	Lesson 4 Lesson 5
Plants		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5		Lesson 1 Lesson 2	Lesson 4	
Materials	Lesson 4	Lesson 2 Lesson 4	Lesson 4	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	Lesson 4	Lesson 4
Seasonal change	Lesson 3 Lesson 4	Lesson 3 Lesson 4 Lesson 5	Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2	Lesson 3 Lesson 4 Lesson 5	Lesson 3 Lesson 4

LOWER KEY STAGE 2

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:

Year 3	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 measurement 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.
Animals inc humans	Lesson 2	Lesson 2	Lesson 2		Lesson 2	Lesson 2			
Plants	Lesson 4	Lesson 1 Lesson 4	Lesson 4		Lesson 4	Lesson 4			
Light	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 4		Lesson 5	Lesson 4	Lesson 4 Lesson 5
Rocks	Lesson 5	Lesson 2 Lesson 5	Lesson 1 Lesson 2 Lesson 5		Lesson 2 Lesson 5	Lesson 2	Lesson 5		
Forces and magnets		Lesson 2	Lesson 4 Lesson 5	Lesson 2	Lesson 3	Lesson 2	Lesson 2	Lesson 2 Lesson 5	Lesson 2 Lesson 5

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including humans									
Living things and their habitats			Lesson 4	Lesson 4	Lesson 4 Lesson 5	Lesson 4			
Electricity	Lesson 4	Lesson 4	Lesson 4		Lesson 5	Lesson 5	Lesson 4		Lesson 5
Sound	Lesson 7	Lesson 4 Lesson 7	Lesson 6 Lesson 7	Lesson 7		Lesson 1 Lesson 4 Lesson 6 Lesson 7	Lesson 4 Lesson 7	Lesson 4	Lesson 5 Lesson 6
States of matter		Lesson 2 Lesson 4 Lesson 6	Lesson 2 Lesson 3 Lesson 4 Lesson 6 Lesson 7	Lesson 2 Lesson 3 Lesson 4 Lesson 6 Lesson 7	Lesson 4 Lesson 6	Lesson 2 Lesson 4 Lesson 6 Lesson 7	Lesson 6 Lesson 7	Lesson 6 Lesson 7	Lesson 6 Lesson 7

UPPER KEY STAGE 2

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:

Year 5	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 a 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.
Animals including humans					Lesson 3 Lesson 4	Lesson 2

Living things and their habitats			Lesson 2		Lesson 2	
Materials	Lesson 3 Lesson 4	Lesson 3 Lesson 4	Lesson 3 Lesson 4	Lesson 3	Lesson 3	
Force and magnets	Lesson 1 Lesson 3 Lesson 4	Lesson 1 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 3		Lesson 1 Lesson 5	Lesson 1
Earth and space	Lesson 5	Lesson 5	Lesson 5		Lesson 5	Lesson 5

Year 6	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 a 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.
Animals including humans	Lesson 3	Lesson 3	Lesson 3		Lesson 3	
Living things and their habitats			Lesson 4		Lesson 4	Lesson 4
Light	Lesson 4	Lesson 4	Lesson 4	Lesson 2	Lesson 4	

Electricity	Lesson 2 Lesson 3	Lesson 2 Lesson 4	Lesson 4	Lesson 2	Lesson 2 Lesson 4	Lesson 4 Lesson 5
Evolution	Lesson 4	Lesson 4			Lesson 4	Lesson 3 Lesson 4 Lesson 6