

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Seasonal Changes	Seasonal Changes	States of Matter Melting and Freezing  Space	Floating and Sinking  Space	Plants  Animals/ Minibeasts	Plants  Animals/ Minibeasts
Year 1	Everyday Materials  Seasonal Changes	Everyday Materials  Seasonal Changes	Animals including Humans  Seasonal Changes	Animals including Humans  Seasonal Changes	Plants  Seasonal Changes	Plants  Seasonal Changes
Year 2	Use of Everyday Materials	Living Things and Their Habitats	Living Things and Their Habitats	Animals including Humans	Animals including Humans	Plants
Year 3	Rocks	Light	Forces and Magnets	Forces and Magnets	Animals including Humans	Plants
Year 4	States of Matter	Sound	Electricity	Living Things and Their Habitats	Animals including Humans	Famous Scientists  Catch Up from Year 3: Plants
Year 5	Earth and Space	Forces	Properties and Changes of Materials	Properties and Changes of Materials	Living Things and Their Habitats	Animals including Humans
Year 6	Living Things and Their Habitats	Animals including Humans	Electricity	Evolution and Inheritance	Light	Light

## Working Scientifically Skills Progression

KS1	<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"><li>• asking simple questions and recognising that they can be answered in different ways</li><li>• observing closely, using simple equipment</li><li>• performing simple tests</li><li>• identifying and classifying</li><li>• using their observations and ideas to suggest answers to questions</li><li>• gathering and recording data to help in answering questions</li></ul>
Lower KS2	<p>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"><li>• asking relevant questions and using different types of scientific enquiries to answer them</li><li>• setting up simple practical enquiries, comparative and fair tests</li><li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>• using straightforward scientific evidence to answer questions or to support their findings.</li></ul>
Upper KS2	<p>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"><li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• using test results to make predictions to set up further comparative and fair tests</li></ul>

- 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.

### Science Curriculum Links in EYFS

EYFS	<p>The most relevant early years outcomes for science are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• Physical Development</li> <li>• Understanding the World</li> <li>• Expressive Arts and Design</li> </ul>	
	Physical Development	<p>Observes the effects of activity on their bodies (30 – 50m)</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food (40 – 60m).</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (40 – 60m).</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe (ELG).</p>
	Understanding the World	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world (30 – 50m).</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects (30 – 50m).</p> <p>To talk about why things happen and how things work (30 – 50m).</p> <p>To develop an understanding of growth, decay and changes over time (30 – 50m).</p> <p>To show care and concern for living things and the environment (30 – 50m).</p> <p>To look closely at similarities, differences, patterns and change (40 – 60m).</p>

		To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about change (ELG).
	Expressive Arts and Design	To begin to be interested in and describe the texture of things (30 – 50m).