



HOLY TRINITY

Science Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Health and Hygiene Fruits, Vegetables and Harvest		Health and Hygiene with Animals Animal Care and Knowledge	Growing Plants and Vegetables	Mini-Beasts	Wet and Dry Sand
Reception	Scheme- Colour	Seasons changing states of matter	Snow Ice Melting Knowledge of Polar Animals	Mini-beasts and Habitats	Life-cycles	Seasons - Summer
Year 1	Everyday materials	My body	Seasonal changes	Identifying animals	Identifying plants	
Year 2	Living in Habitats	Growth and Survival - animals.	Exploring Everyday Materials	Growing Plants	Super Scientists	Consolidation
Year 3	Health and Movement		Rocks and Fossils	How Plants Grow	Forces and Magnets	Light and Shadow
Year 4	Changing Sound	States of Matter	Eating and Digestion	Living in Environments		Circuits and Conductors
Year 5	Forces in Action	Life Cycles	Earth and Space		Properties and Changes of Materials	Animals including humans
Year 6	Seeing Light	Changing Circuits	Classifying Organisms	Evolution and Inheritance		Healthy Bodies

To work scientifically (Years 1 and 2):

gathering and recording data to help in answering questions.

- 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

To work scientifically (Years 3 and 4):

- using straightforward scientific evidence to answer questions or to support their findings.
- 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

To work scientifically (Years 5 and 6):

- identifying scientific evidence that has been used to support or refute ideas or arguments.
- 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