

Corringham Primary School - Science Long Term Planning

Cycle B 2017 / 18

Year / Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception / Squirrels	Animals	Jungle animals	Light	Sound	Mini beasts	
1/2 Badgers	All living things (yr 2) Life exists in a variety of forms and goes through cycles - Animals	Animals incl humans Year 1 Identify and name common animals Identify & name basic body parts of a human body Year 2 The human body has a number of systems, each with its own function	Light (yr 1) There are a variety of light sources. Shadows are caused by the light source being blocked.	Sound (yr 2) Recognise a variety of sounds.	All living things and their habitats (yr 2) Habitats provide living things with what they need	
3/4 Hedgehogs	Electricity Y4 Electricity can make circuits work and can be controlled to perform useful functions	Forces Y3 There are contact and non-contact forces; these affect the motion of objects	All living things and their habitats (yr 3 & 4) Habitats provide living things with what they need	Rocks Y3 Different rocks have different properties and the formation of soil & fossils can be explained	All living things (yr 3) Life exists in a variety of forms and goes through cycles – Animals	Animals incl humans (yr 3 & 4) The human body has a number of systems, each with its own function
5/6 Owls	All living things Y5 Life exists in a variety of forms and goes through cycles – Animals		Animals, incl humans (Y5 & 6) The human body has a number of systems, each with its own function	Forces Y5 There are contact and non-contact forces; these affect the motion of objects		Electricity Y6 Electricity can make circuits work and can be controlled to perform useful functions

Key Stage 1 Working Scientifically	Lower Key Stage 2 Working Scientifically	Upper Key Stage 2 Working Scientifically
<p data-bbox="98 245 698 370">During Years 1 & 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 data-bbox="98 411 680 721" style="list-style-type: none"> <li data-bbox="98 411 680 475">• Asking simple questions and recognising that they can be answered in different ways. <li data-bbox="98 481 680 513">• Observing closely, using simple equipment <li data-bbox="98 520 680 552">• Performing simple tests <li data-bbox="98 558 680 590">• Identifying and classifying <li data-bbox="98 596 680 660">• Using their observations and ideas to suggest answers to questions <li data-bbox="98 667 680 721">• Gathering and recording data to help in answering questions. 	<p data-bbox="739 245 1352 370">During Years 3 & 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 data-bbox="739 411 1361 1241" style="list-style-type: none"> <li data-bbox="739 411 1361 475">• Asking relevant questions and using different types of scientific enquiries to answer them <li data-bbox="739 481 1361 545">• Setting up simple practical enquiries, comparative and fair tests <li data-bbox="739 552 1361 679">• 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 data-bbox="739 686 1361 782">• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <li data-bbox="739 788 1361 884">• Recording and finding using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables <li data-bbox="739 890 1361 986">• Recording on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <li data-bbox="739 992 1361 1088">• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <li data-bbox="739 1094 1361 1158">• Identifying differences, similarities or changes related to simple scientific ideas and processes <li data-bbox="739 1165 1361 1228">• Using straightforward scientific evidence to answer questions or to support their findings 	<p data-bbox="1402 245 2016 370">During Years 5 & 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 data-bbox="1402 411 2024 1098" style="list-style-type: none"> <li data-bbox="1402 411 2024 507">• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <li data-bbox="1402 513 2024 641">• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate <li data-bbox="1402 647 2024 775">• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <li data-bbox="1402 782 2024 845">• using test results to make predictions to set up further comparative and fair tests <li data-bbox="1402 852 2024 1011">• 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 <li data-bbox="1402 1018 2024 1098">• identifying scientific evidence that has been used to support or refute ideas or arguments.