






















Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PLAN		DO		REVIEW	
	Ask Q's 	Set up Enquiry 	Observe & Measure 	Record 	Interpret & Report 	Evaluate 
KS1 (5-7) Developing close observations	Ask simple questions & recognise that they can be answered in different ways	Perform simple tests	Observe closely, using simple equipment	Gather and record data to help in answering questions	Identify and classify. Use appropriate language to communicate ideas	Use their observations and ideas to suggest answers to questions
Y1 Curriculum		Animals		Materials	Plants	
	Seasonal Changes					
TAPS ASSESSMENT	Animal Classification	Human Body Parts	Seasonal Change	Floating & Sinking	Reflection Tests	Plants Structure
Y2 Curriculum	Living Things		Animals Inc Humans	Plants	Everyday Materials/Living Things	
TAPS ASSESSMENT	Nature spotters Woodlice Habitats		Handspans	Compare Growth	Waterproof	Rocket Mice



	PLAN		DO		REVIEW	
LKS2 (7-9) Developing a systematic approach	<p>Ask relevant questions and use different types of enquiry to explain them</p> 	<p>Set up simple practical enquiries, comparative and fair tests.</p> 	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment</p> 	<p>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, keys, bar charts and tables</p> 	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes</p> 	<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or support findings.</p> 
Y3 Curriculum	Forces	Rocks	Animals Inc Humans	Light	Plants	
TAPS ASSESSMENT	Strongest Magnet	Rock Report	Investigating Skeletons	Making Shadows	Measuring plants	Soil Investigation
Y4 Curriculum	Sound	Electricity	Animals Inc Humans	Living Things	States of Matter	
TAPS ASSESSMENT	Investigating Pitch	Conductors	Teeth (Eggs) in Liquid	Local Survey	Drying Materials	



	PLAN		DO		REVIEW	
UKS2(9-11) Develop independence...	Plan different types of scientific enquiry to answer their own questions, including recognising and controlling 	Use test results to make predictions to set up further comparative and fair tests 	Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate 	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs 	Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations using appropriate scientific language 	Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments 
Y5 Curriculum	Living Things	Animals Inc Humans	Earth & Space	Forces	Properties of Materials	
TAPS ASSESSMENT	Life Cycle Research	Growth Survey	Craters	Parachute Explanation	Dissolving	
Y6 Curriculum	Evolution	Electricity	Animals Inc Humans	Light	Living Things	
TAPS ASSESSMENT	Bird beaks	Bulb brightness	Heart rate	Investigating shadows	Outdoor keys	