

Carlton Primary School

Sequencing across the Year groups

Science Sequencing

Map	Autumn Term	Spring Term	Summer Term
EYFS	A: Similarities and differences/pattern and change/seasonal walks and observations/weather/observe and interact with natural processes – magnets, tinker tray exploration,	Sp: Plant a bulb and observe/ how our environment varies to another/ seasonal walk and observation, Observe and interact with natural processes – ice melting, vibration and sound	Su: observe plants and animals and changes that occur/caterpillars/planting/Summer walk and observation, observe and interact with natural processes – shadows, floating and sinking
Ongoing: foster opportunities to interact with the outdoor world to foster curiosity and discuss how to care for the outdoor world			
1	Seasonal Change/ Weather Our Bodies plus Senses	Everyday Materials	Plants (Y1) Animals (Y1)
Working Scientifically			
2	All living things and their habitats	Use of everyday materials	Plants (Y2) Animals inc Humans (Y2)
Working Scientifically			
3	Forces & Magnets Rocks	Light	Plants Animals inc Humans
Working Scientifically			
4	Sound Electricity	States of Matter	Living things and their habitats Animals inc Humans
Working Scientifically			
5	Earth & Space Forces	Properties and changes of materials	Living things and their habitats Animals inc Humans
Working Scientifically			
6	Electricity Light	Evolution and inheritance	Living things and their habitats Animals inc Humans
Working Scientifically			

During each unit of work children will:

- Develop understanding of the key knowledge and concepts for that unit
- Use scientific enquiry to answer questions and develop understanding.

The types of scientific enquiry they should experience are:

- *observing over time*
 - *pattern seeking*
 - *identifying, classifying and grouping*
 - *comparative and fair testing (controlled investigations)*
 - *research using secondary sources*
- Communicate their scientific understanding in appropriate ways, in line with the end of year expectations set out for their year group.
 - Develop their understanding and use of scientific vocabulary.
 - Hear about a real-life scientist within that unit of work (where relevant).

The exact sequence will depend on the unit of science being taught but these elements are expected to be incorporated within every science unit.

Scientific Enquiry Overview

Carlton Primary School

Scientific Enquiry Types			
	observing over time		pattern seeking
	comparative and fair testing		research
	identifying, classifying and grouping		
Map	Autumn Term	Spring Term	Summer Term
EYFS	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		
1	Seasonal Change <i>observing over time</i> <i>pattern seeking</i>	Everyday Materials <i>comparative and fair testing</i> <i>identifying, classifying and grouping</i>	Plants <i>observing over time</i> <i>identifying, classifying and grouping</i> Animals inc Humans <i>identifying, classifying and grouping</i> <i>research</i>
Working Scientifically			
2	All living things and their habitats <i>identifying, classifying and grouping</i> <i>research</i>	Use of everyday materials <i>identifying, classifying and grouping</i> <i>comparative and fair testing</i>	Plants <i>observing over time</i> <i>comparative and fair testing</i> Animals inc Humans <i>pattern seeking</i> <i>research</i>
Working Scientifically			
3	Forces & Magnets <i>comparative and fair testing</i> <i>pattern seeking</i> Rocks <i>research</i> <i>identifying, classifying and grouping</i>	Light <i>pattern seeking</i> <i>comparative and fair testing</i>	Plants <i>comparative and fair testing</i> <i>observing over time</i> Animals inc Humans <i>identifying, classifying and grouping</i> <i>research</i>
Working Scientifically			
4	Sound <i>pattern seeking</i> <i>comparative and fair testing</i> Electricity <i>comparative and fair testing</i>	States of Matter <i>identifying, classifying and grouping</i> <i>observing over time</i> <i>pattern seeking</i>	Living things and their habitats <i>identifying, classifying and grouping</i> <i>research</i> Animals inc Humans <i>observing over time</i>
Working Scientifically			
5	Earth & Space <i>research</i> <i>pattern seeking</i> Forces <i>comparative and fair testing</i>	Properties and changes of materials <i>comparative and fair testing</i> <i>observing over time</i>	Living things and their habitats <i>research</i> <i>observing over time</i> Animals inc Humans <i>pattern seeking</i> <i>identifying, classifying and grouping</i>
Working Scientifically			
6	Electricity <i>identifying, classifying and grouping</i> <i>comparative and fair testing</i> Light <i>comparative and fair testing</i> <i>observing over time</i>	Evolution and inheritance <i>research</i> <i>pattern seeking</i>	Living things and their habitats <i>identifying, classifying and grouping</i> <i>research</i> Animals inc Humans <i>observing over time</i> <i>comparative and fair testing</i>
Working Scientifically			