tScience Long Term Plan 2024-2025

Biology	Chemistry	Physics

Autumn term 8/7 =15 Spring term 6/7 =13 Summer term 4/7= 11

Year 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Autumn Term	Light						Plants								
Spring Term	Rocks and fossils							Animals Including Humans							
Summer Term					Forces and magnets	Rocks and fossils									

Year 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Autumn Term	Living things and their habitats									States of matter					
Spring Term	States of matter				Electricity						Sound				
Summer Term	sound				Animals including humans	Start with food chains to link to living things in									

						their habitats									

Year 5	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Autumn Term	Forces										Earth and space				
Spring Term	Earth and space		Living things and their habitats								Properties of materials				
Summer Term	Properties of materials														

Year 6	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Autumn Term	Electricity							Light							
Spring Term	Living things and their habitats							Animals including humans							
Summer Term			Evolution and inheritance												

Planning Guide

Resources

Please use the ASE exemplification PowerPoints as a guide when planning (science folder – ASE plan exemplification). These give examples of expected standards of work for each unit and have some good ideas. We still have Engaging Science to use as a basis for each topic too.

Other great resources: Explorify (free login)

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If you need to purchase resources, please check with me that we don't already have it in the cupboard.

Included in the science information folder, you will find the enquiry circle and fair test planning boards. Please continue to use these where appropriate. Remember, you can just use sections of the enquiry circle to support the skill you are focusing on. Each section can be edited to include questions and prompts relevant to your lesson.

Books

Children need the following in their book:

- Science enquiry types and skills poster (inside cover)
- Target grid – tick each knowledge and skill covered as they are covered
- Topic title page with unit objectives (knowledge and working scientifically)
- Knowledge organiser (key vocab- see PLAN document and ASE exemplification PowerPoint, famous scientist, key concepts)
- Cold and hot AFL tasks that allow children to show prior knowledge and new learning (done independently)
- 2 TAPS assessment activities per unit if possible– see TAPS long term plan
- 3 flashbacks per topic.

Lesson Content

At the start of the unit share with the children which key concept (biology, chemistry and physics) the topic comes under. Spend some time discussing what these concepts mean (see key concepts flip)

Each lesson should cover knowledge relating specifically to the NC objectives in the given unit of work. Ideally this is taught though an enquiry with specific skills focus or a practical activity. Only the skills being focused on is expected to be evidenced in books, however other skills maybe covered in class. For example, if the focus is collecting data, still make predictions and verbally conclude. I would expect to see tables/charts in their books. Children higher up the school may evidence more skills at once as they become quicker and more able.

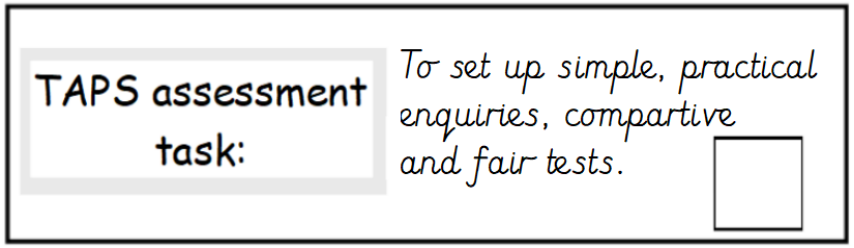
The enquiry type and skill symbols should be displayed on the flipchart to make it clear to the children which ones are being focused on.

Where appropriate, link lessons to the famous scientist.

Make the link between the practical activity and the knowledge clear – we don't just do experiments for fun – we are learning something from them!

TAPS

Please try to cover both TAPS assessments in each topic. Stick in the header under the LO and highlight the box yellow if the child has not met the objective and green if they have. These lessons are also when the children can tick off the working scientifically objectives on their target sheet. Feel free to tick them off during other lessons where relevant as well though!



Marking

Use green and yellow highlighters as per the marking policy focusing on scientific knowledge and vocabulary.

Developmental marking 2x topic

Address misconceptions as they crop up in their books through questions and lesson recaps.

Lesson adaption

Please continue to adapt lessons to suit the needs of your children.

Use scaffolds, word banks etc. to support.

Scribe for those children that need it – remember science is not about the writing as such, but the knowledge, skills and application of these.

Explorify has some great stuff for those who need an extension.