

## Enquiry Long Term Progression Plans

Key - Lesson Context (Objective) **Enquiry Skill to be Taught**

						
	Comparative and Fair Testing	Using Research	Observation over Time	Analysing Data	Identifying, Sorting and Classifying	Problem Solving
<b>EYFS</b>	Covered throughout Continuous Provision and Key Prompts - See EYFS Curriculum					
<b>Year 1</b>	<b>Spr and Sum</b> - Animal Poo Investigation and Simple Testing of Properties of Materials - <b>Change one thing only</b>	<b>Sum</b> - Petal's investigation - <b>Using QR codes with links given</b>	<b>Aut and Spr</b> - Grow Plants to observe growth - <b>recording through pictures</b>	<b>Spr</b> - Analyse weather patterns in March - <b>Counting Pictures to Gather Data</b>	<b>Aut and Spr</b> - Identifying and classifying plants and trees, seasonal changes -> <b>sorting with hoops and pictures</b>	<b>Spr and Sum</b> - Finding alternative materials and planning activities for seasons - <b>Answering using pictures and simple responses.</b>
<b>Year 2</b>	<b>Aut and Sum</b> - Growing bulbs and seeds and Growing Cress in Different Situations - <b>Introducing Independent Variables language - Change one thing.</b>	<b>Spr and Sum</b> - Research how animals survive in different habitats and exploring what humans need to do to stay healthy - <b>Using the internet to research answers to simple questions.</b>	<b>Aut and Spr</b> - Grow Plants to observe changes - <b>measure change using a ruler in a table</b>	<b>Spr</b> - Analyse growth of plants from Aut-Spr investigation - <b>Answering questions from a table.</b>	<b>Aut and Spr</b> - Everyday Materials and Animals and Plants in their Habitats - <b>Simple Venn Diagrams</b>	<b>Aut</b> - Creating life cycles for different animals - <b>Answering using pictures and simple cyclical models.</b>

<p><b>Year 3</b></p>	<p><b>Aut and Spr-</b> Comparing distance a magnet can act and Plant Growing Investigations - <b>Introduce dependent variables - what changes.</b></p>	<p><b>Spr and Sum-</b> Use observations and written informations (books) to identify rocks, fossils, magnets and components of diet <b>Use written information to identify and support ideas</b></p>	<p><b>Aut and Spr -</b> Rock Classification and Magnetic Materials Testing - <b>Using Scientific Equipment to Observe</b></p>	<p><b>Spr and Sum -</b> Recording results from magnetic materials investigation and Exploring changes in shadows- <b>Recording and Interpreting Results in a Table</b></p>	<p><b>Spr and Sum -</b> Identify different simple properties of rocks and Comparing and Contrasting Diets - <b>3 Circle Venn Diagrams</b></p>	<p><b>Sum-</b> Explain how water is transported in plants - <b>Ask Questions and Solve with Simple Investigations</b></p>
<p><b>Year 4</b></p>	<p><b>Spr and Sum -</b> Exploring patterns between volume and vibrations and Exploring how pitch and volume can be changed in different ways - <b>Introducing controlled variables - what stays the same</b></p>	<p><b>Aut and Spr -</b> Researching teeth in carnivores and herbivores and the link to humans and Researching Materials Evaporation and Condensation Points <b>Using scientific evidence to support ideas</b></p>	<p><b>Spr -</b> Observing change in states of materials - <b>Using Scientific Equipment to record - thermometers and data loggers</b></p>	<p><b>Sum -</b> Exploring rate of evaporation and temperature and Exploring sound volume from an object - <b>Using Bar Graphs</b></p>	<p><b>Aut and Spr -</b> Classifying and Sorting Plants and Animals, Classifying materials based on States of Matter and Using Classification Keys - <b>Creating Simple Tables and Classification Keys</b></p>	<p><b>Aut and Sum -</b> Making a light bulb work, Finding the best sound insulator and Exploring brightness in a bulb using data loggers and circuits- <b>Setting up, conducting and presenting findings from simple practical enquiries independently</b></p>

<p><b>Year 5</b></p>	<p><b>Aut, Spr and Sum</b> Air resistance, Frictional Forces and Parachute investigations - <b>Create investigations with some support including hypothesis (prediction), variables and a conclusion</b></p>	<p><b>Aut, Spr and Sum</b> Order planets in solar system, Exploring works of David Attenborough and Jane Goodall, Spencer Silver, Ruth Benito and 3D printing and its uses today- <b>Using a variety of resources and diagrams to support ideas</b></p>	<p><b>Spr</b> - Observing reversible changes and Frictional Forces - <b>Identifying signs of chemical reactions and Observing and recording 2 dependent variables</b></p>	<p><b>Aut and Spr</b> - Gestation in Humans and Water Resistance - <b>Bar Charts and Tables (Y4/Y3) and Analysing Line Graphs</b></p>	<p><b>Aut and Spr</b> - Classifying materials on their properties and Comparing Life Cycles - <b>Creating multi-variable tables and 2 way tables</b></p>	<p><b>Aut and Spr</b> - Choosing suitable materials for everyday items and separating mixtures - <b>using evidence and scientific theory with findings to support answers to problems</b></p>
<p><b>Year 6</b></p>	<p><b>Sum</b> - Mould Growth Experiment - <b>Independently create investigations including hypothesis (prediction), variables and a conclusion</b></p>	<p><b>Aut, Spr and Sum</b> Exploring Microorganisms, Mary Anning, Carl Linnaeus, Charles Darwin and Alfred Wallace Study and Light Bending in Water Enquiry - <b>Using a combination of scientific equipment and a range of resources to explain a scientific concept</b></p>	<p><b>Aut and Spr</b>- Recognising how things change over time, the Offspring characteristics and Lamp Brightness and Voltage lessons- <b>Attributing changes which are visible to scientific theories which are proven to support observations made.</b></p>	<p><b>Aut</b> - Effect of exercise on human body - <b>Analysing data from graphs and using scientific ideas to support their responses</b></p>	<p><b>Aut and Spr</b> - Classifying animals, plants and microorganisms- <b>Using advanced classification techniques - such as trees - to sort and classify groups.</b></p>	<p><b>Aut</b> - Creating circuits from diagrams - <b>using scientific evidence, theories and findings to support answers and create new hypothesis and questions</b></p>