

# Working scientifically enquiry types mapping

## Year 1

|  | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6                | Week 7                | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
|--|---|--------|--------|--------|--------|-----------------------|-----------------------|--------|--------|---------|---------|---------|----------------|--|--|--|--|--|-----------------------|--|--|--|--|--|-----------------------|--|--|--|--|--|-----------------------|--|--|--|--|--|--|--|--|--|--|--|-----------------------|--|--|--|--|--|------------|--|--|--|--|--|-----------------------|--|--|--|--|--|------------|--|--|--|--|--|-----------------------|--|--|--|--|--|------------|--|--|--|--|--|---------------|--|--|--|--|--|
| Autumn term                            | <table border="1"> <tr> <td colspan="6">The human body</td> <td colspan="6">Seasonal changes</td> </tr> <tr> <td colspan="6">Research</td> <td colspan="6">Observation over time</td> </tr> <tr> <td colspan="6">Comparative test</td> <td colspan="6">Observation over time</td> </tr> </table>  |        |        |        |        |                       |                       |        |        |         |         |         | The human body |  |  |  |  |  | Seasonal changes      |  |  |  |  |  | Research              |  |  |  |  |  | Observation over time |  |  |  |  |  | Comparative test                       |  |  |  |  |  | Observation over time |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| The human body                         |   |        |        |        |        | Seasonal changes      |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Research                               |   |        |        |        |        | Observation over time |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Comparative test                       |   |        |        |        |        | Observation over time |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Spring term                            | <table border="1"> <tr> <td colspan="6">Animals</td> <td colspan="6">Caring for the planet</td> </tr> <tr> <td colspan="6">Observation over time</td> <td colspan="6">Sustainability</td> </tr> <tr> <td colspan="6">Identifying, grouping, and classifying</td> <td colspan="6">Observation over time</td> </tr> </table>  |        |        |        |        |                       |                       |        |        |         |         |         | Animals        |  |  |  |  |  | Caring for the planet |  |  |  |  |  | Observation over time |  |  |  |  |  | Sustainability        |  |  |  |  |  | Identifying, grouping, and classifying |  |  |  |  |  | Observation over time |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
|  | Animals   |        |        |        |        |                       | Caring for the planet |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Observation over time                  |   |        |        |        |        | Sustainability        |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Identifying, grouping, and classifying |   |        |        |        |        | Observation over time |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Summer term                            | <table border="1"> <tr> <td colspan="6">Plants</td> <td colspan="6">Seasonal changes</td> </tr> <tr> <td colspan="6">Pattern seeking</td> <td colspan="6">Observation over time</td> </tr> <tr> <td colspan="6">Growing and cooking</td> <td colspan="6">Sustainability</td> </tr> <tr> <td colspan="6">Planting C</td> <td colspan="6">Observation over time</td> </tr> <tr> <td colspan="6">Planting B</td> <td colspan="6">Observation over time</td> </tr> <tr> <td colspan="6">Planting A</td> <td colspan="6">Consolidation</td> </tr> </table> |        |        |        |        |                       |                       |        |        |         |         |         | Plants         |  |  |  |  |  | Seasonal changes      |  |  |  |  |  | Pattern seeking       |  |  |  |  |  | Observation over time |  |  |  |  |  | Growing and cooking                    |  |  |  |  |  | Sustainability        |  |  |  |  |  | Planting C |  |  |  |  |  | Observation over time |  |  |  |  |  | Planting B |  |  |  |  |  | Observation over time |  |  |  |  |  | Planting A |  |  |  |  |  | Consolidation |  |  |  |  |  |
|  | Plants  |        |        |        |        |                       | Seasonal changes      |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Pattern seeking                        |   |        |        |        |        | Observation over time |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Growing and cooking                    |   |        |        |        |        | Sustainability        |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Planting C                             |   |        |        |        |        | Observation over time |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Planting B                             |   |        |        |        |        | Observation over time |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |
| Planting A                             |   |        |        |        |        | Consolidation         |                       |        |        |         |         |         |                |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |                       |  |  |  |  |  |  |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |                       |  |  |  |  |  |            |  |  |  |  |  |               |  |  |  |  |  |

# Working scientifically skills mapping

## Year 2

|             | Week 1                                 | Week 2 | Week 3 | Week 4          | Week 5 | Week 6 | Week 7                           | Week 8 | Week 9 | Week 10               | Week 11 | Week 12 |                         |                |
|-------------|--|--------|--------|-----------------|--------|--------|----------------------------------|--------|--------|-----------------------|---------|---------|-------------------------|----------------|
| Autumn term | Animals' needs for survival            |        |        |                 |        |        |                                  |        |        |                       |         |         |                         |                |
|             | Identifying, grouping, and classifying |        |        |                 |        |        | Humans                           |        |        | Materials             |         |         | Plastic                 |                |
| Spring term | Plants (light and dark)                |        |        |                 |        |        |                                  |        |        |                       |         |         |                         |                |
|             | Comparative test                       |        |        |                 |        |        | Living things and their habitats |        |        |                       |         |         | Plants (light and dark) |                |
|             | Comparative test                       |        |        |                 |        |        | Research                         |        |        |                       |         |         | Comparative test        |                |
| Summer term | Plants (bulbs and seeds)               |        |        | Growing up      |        |        | Bulbs and seeds                  |        |        | Growing up            |         |         | Wildlife                |                |
|             | Observation over time                  |        |        | Pattern seeking |        |        |                                  |        |        | Observation over time |         |         | Pattern seeking         | Sustainability |

# Working scientifically enquiry types mapping

## Year 3



|             | Week 1 | Week 2                                | Week 3 | Week 4                | Week 5 | Week 6             | Week 7 | Week 8          | Week 9                                | Week 10               | Week 11       | Week 12        |               |
|-------------|--------|---------------------------------------|--------|-----------------------|--------|--------------------|--------|-----------------|---------------------------------------|-----------------------|---------------|----------------|---------------|
| Autumn term |        | Skeletons                             |        | Movement              |        | Nutrition and diet |        | Food waste      |                                       | Rocks                 |               |                |               |
|             |        | Identifying, grouping and classifying |        | Research              |        | Research           |        | Sustainability  | Identifying, grouping and classifying |                       |               |                | Consolidation |
| Spring term |        | Fossils                               |        | Soils                 |        |                    |        | Light           |                                       |                       |               |                |               |
|             |        | Research                              |        | Comparative test      |        | Fair test          |        |                 |                                       |                       | Consolidation |                |               |
| Summer term |        | Plants A                              |        | Plants A              |        | Forces             |        | Magnets         |                                       | Plants B              |               | Biodiversity   |               |
|             |        | Observation over time                 |        | Observation over time |        | Pattern seeking    |        | Pattern seeking |                                       | Observation over time |               | Sustainability |               |

# Working scientifically enquiry types mapping

## Year 4

|             | Week 1                                | Week 2   | Week 3         | Week 4                | Week 5            | Week 6           | Week 7      | Week 8 | Week 9 | Week 10 | Week 11       | Week 12 |
|-------------|---------------------------------------|----------|----------------|-----------------------|-------------------|------------------|-------------|--------|--------|---------|---------------|---------|
| Autumn term | Week 1                                | Week 2   | Week 3         | Week 4                | Week 5            | Week 6           | Week 7      | Week 8 | Week 9 | Week 10 | Week 11       | Week 12 |
|             | Group and classify living things      |          |                |                       | Data collection A | States of matter |             |        |        |         |               |         |
| Spring term | Identifying, grouping and classifying |          |                | Observation over time | Fair test         |                  |             |        |        |         |               |         |
|             | Sound                                 |          |                |                       | Data collection B |                  | Electricity |        |        |         |               |         |
|             | Fair test                             |          |                | Observation over time | Pattern seeking   |                  |             |        |        |         |               |         |
| Summer term | Data collection C                     | Habitats | Deforestation  | The digestive system  |                   |                  |             |        |        |         |               |         |
|             | Observation over time                 | Research | Sustainability | Research              |                   |                  |             |        |        |         |               |         |
|             |                                       |          |                |                       | Food chains       |                  |             |        |        |         | Research      |         |
|             |                                       |          |                |                       | Consolidation     |                  |             |        |        |         | Consolidation |         |

# Working scientifically enquiry types mapping

## Year 5

|             | Week 1   | Week 2 | Week 3 | Week 4                                | Week 5 | Week 6 | Week 7            | Week 8 | Week 9 | Week 10               | Week 11 | Week 12 |
|-------------|--|--------|--------|---------------------------------------|--------|--------|-------------------|--------|--------|-----------------------|---------|---------|
| Autumn term | <p>Forces</p> <p>Pattern seeking</p>                             |        |        |                                       |        |        |                   |        |        |                       |         |         |
| Spring term | <p>Space</p> <p>Research</p>                                     |        |        |                                       |        |        |                   |        |        |                       |         |         |
| Summer term | <p>Global warming</p> <p>Sustainability</p> <p>Consolidation</p> |        |        |                                       |        |        |                   |        |        |                       |         |         |
|             | Properties of materials  |        |        | Animals including humans              |        |        | Life cycles       |        |        |                       |         |         |
|             | Comparative test   |        |        | Pattern seeking                       |        |        | Research          |        |        |                       |         |         |
|             | Reproduction A   |        |        | Reversible and irreversible changes   |        |        | Plastic pollution |        |        | Reproduction B        |         |         |
|             | Observation over time  |        |        | Identifying, grouping and classifying |        |        | Sustainability    |        |        | Observation over time |         |         |
|             |  |        |        |                                       |        |        |                   |        |        | Consolidation         |         |         |

# Working scientifically enquiry types mapping

## Year 6

|             | Week 1                                | Week 2 | Week 3 | Week 4                | Week 5 | Week 6 | Week 7                 | Week 8 | Week 9 | Week 10          | Week 11 | Week 12 |                           |
|-------------|---------------------------------------|--------|--------|-----------------------|--------|--------|------------------------|--------|--------|------------------|---------|---------|---------------------------|
| Autumn term | Living things and their habitats      |        |        |                       |        |        |                        |        |        |                  |         |         |                           |
|             | Identifying, grouping and classifying |        |        | Observation over time |        |        | Fair test              |        |        |                  |         |         | Sustainability            |
|             | Electricity                           |        |        |                       |        |        |                        |        |        |                  |         |         |                           |
|             | Light                                 |        |        | Light pollution       |        |        | The circulatory system |        |        |                  |         |         | Diet, drugs and lifestyle |
| Spring term | Comparative test                      |        |        | Sustainability        |        |        | Research               |        |        |                  |         |         | Fair test                 |
|             | Adaptations                           |        |        |                       |        |        |                        |        |        |                  |         |         |                           |
|             | Variation                             |        |        | Fossils               |        |        |                        |        |        | Themed projects  |         |         |                           |
| Summer term | Pattern seeking                       |        |        | Pattern seeking       |        |        |                        |        |        | Research         |         |         | Consolidation             |
|             |                                       |        |        |                       |        |        |                        |        |        | Comparative test |         |         |                           |