



CORBY PRIMARY ACADEMY
Science – Long Term Plan – 2025/2026

Science		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N	Communication & Language	Immediate environment Natural world Seasons Into the Woods		Seasons Natural world Frozen	Comparison Natural world Animal Kingdom	Comparison Growth and decay Natural world Life cycles Let's Grow	
R	Personal, Social and Emotional Development Understanding the World	Natural world Re Enchanted Woodland		<i>Natural world Rd (alongside Geography focus)</i> To Infinity and Beyond		Natural world Rs In the Garden	Natural World ELG The Sea
Y1	Working scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways 	Seasonal Changes	Everyday Materials	Sensitive Bodies	Introduction to Plants	Comparing Animals	Investigating Science through stories
Y2	<ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions 	Habitats	Microhabitats	Uses of Everyday Materials	Lifecycles and health	Plant Growth	Plant based material



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	<ul style="list-style-type: none"> gathering and recording data to help in answering questions 							
Y3	<p>Working scientifically</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them 	Rocks and Soil	Forces and Magnets	Movement and Nutrition	Light and Shadows	Plant Reproduction	Does hand span affect grip strength?	
Y4	<ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	Digestion and Food	Electricity and Circuits	States of Matter	Classification and Changing Habits	Sound and Vibrations	How does the flow of liquids compare?	
Y5	<ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	Mixtures and separations	Properties and Changes	Earth and Space	Lifecycles and Reproduction	Imbalanced Forces	Human Timeline	Does the size of an asteroid affect its impact strength?



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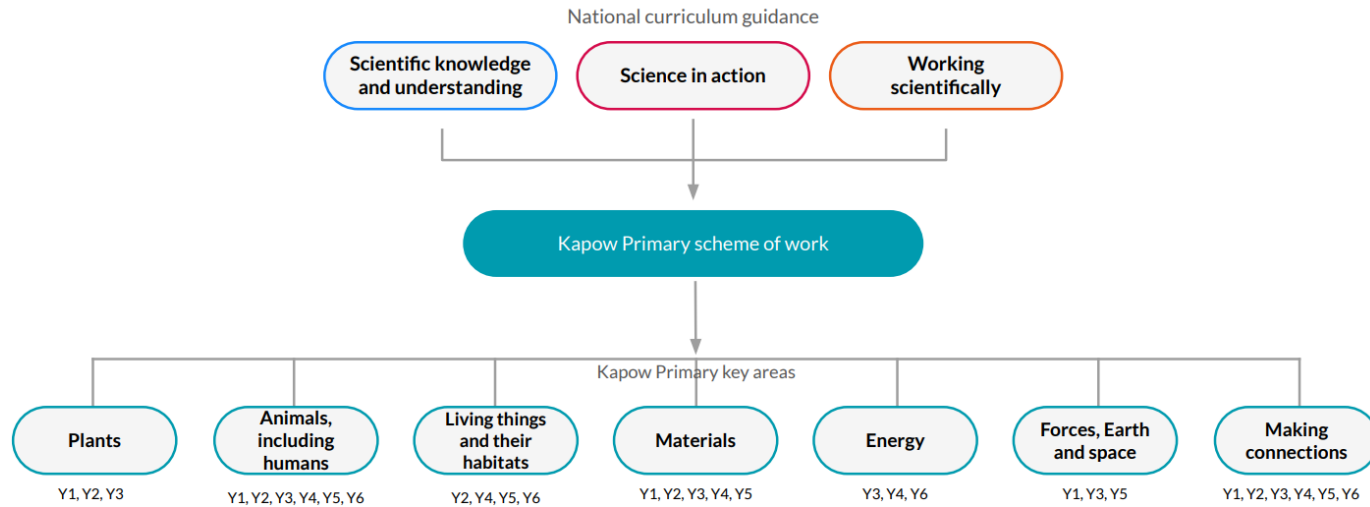
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<p>Y6</p> <ul style="list-style-type: none">• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• identifying differences, similarities or changes related to simple scientific ideas and processes• Using straightforward scientific evidence to answer questions or to support their findings. <p>Working scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p>	Classifying Big and Small	Light and Reflection	Evolution and Inheritance	Circuits, Batteries and Switches	Circulation and Exercise	Are some sunglasses safer than others?



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How is the Science scheme of work organised?



Plants	Animals including humans	Living things and their habitats	Materials	Energy	Forces, Earth and space	Making connections
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