

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Animals including humans:</p> <ul style="list-style-type: none"> -Identify and name a variety of common animals -Carnivores, herbivores and omnivores 	<p>Animals, including humans:</p> <ul style="list-style-type: none"> -To identify common animals including fish, amphibians, reptiles, birds and mammals. -To know why we need food, and that food can be put into different groups. -To know that we need to exercise to be healthy. -To notice that animals, including humans, have offspring which grow into adults. 	<p>Rocks:</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Habitats and Living Things:</p> <ul style="list-style-type: none"> -Classification of Living Things -Change of environments -Outdoor learning 	<p>Earth and Space</p> <p>Investigate the planets in our solar system and phases of the moon: Explain how we know the Sun, Earth and Moon are spherical bodies. The Planets (Fact finding, Modelling) Describe movement of the Planets relative to the Sun (Geocentric v Heliocentric). Scientist - Isaac Newton. Investigate the rotation of the Earth (shadow investigation) to explain day and night.</p>	<p>Life Processes & Living Things:</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p>
Autumn 2	<ul style="list-style-type: none"> -Describe and compare the structure of a variety of common animals -Name, draw and label the basic parts of the human body. -Associate these with the relevant 	<p>Uses of Everyday Materials:</p> <ul style="list-style-type: none"> -To identify a variety of everyday materials. -To investigate a range of natural and manufactured materials -To find out how the shapes of solid objects, made from some materials, can be 	<p>Forces and magnets:</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or</p>	<p>Humans including animals:</p> <ul style="list-style-type: none"> -The digestive system in humans -Identify the different types of teeth in humans and their 	<p>Earth and Space contd:</p> <p>Investigate day and night in different parts. Of the world. Describe movement of the Moon relative to the Earth. Moon Phases (Moon Journal)</p> <p>Work scientifically to plan fair enquiries, predict, test, take measurements,</p>	<p>Life Processes contd:</p>

	<p>sense.</p>	<p>changed by squashing, bending, twisting and stretching. -To identify materials used for building homes. -To relate the properties of materials to their uses in building homes.</p>	<p>repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>functions -Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>record and present findings. End of Unit Assessment.</p>	
Spring 1	<p>Investigations and experiments -Asking simple questions/making close observations -Identifying and classifying -Gathering and recording data</p>	<p>-To identify waterproof materials. -To relate the properties of materials to their uses when needed for waterproofing. -To find out about a famous person who developed a useful new material: Charles Rennie Macintosh. -To identify natural and</p>	<p>Animals (including humans): Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get</p>	<p>States of Matter: -Investigating solids, liquids and gases -Grouping materials -Observing that some materials change state when they are heated or cooled</p>	<p>Forces: Explain what forces are and their impact on the movement of objects: Investigate - Gravity, Friction, Air Resistance and Water Resistance. Use force meters to measure force. Scientist - Isaac Newton.</p>	<p>Living things and their habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on</p>

		<p>manufactured materials. -To identify how some materials have been changed.</p>	<p>nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		<p>Mechanisms – Levers, Pulleys, Gears.</p> <p>End of Unit Assessment.</p>	<p>similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p>
Spring 2	<p>Everyday Materials: -Distinguish between an object and the material from which it is made. -Identify and name a variety of everyday materials -Describe the simple, physical properties of materials</p>	<p>Plants: -To observe and describe how seeds and bulbs grow into mature plants. -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -To set up a comparative test -To look closely at a range of flowering plants. To identify plants growing in the school grounds. To identify how new plants grow. To review what the children have learnt about plants</p>	<p>Plants:</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they</p>	<p>States of Matter (contd) -Evaporation and condensation -The Water cycle -Outdoor learning</p>	<p>Animals including humans: Describe the changes in humans from birth to old age: Timeline. Growth of babies. Puberty. Gestation periods. Old age. Life expectancy.</p> <p>End of Unit Assessment.</p>	<p>Evolution and inheritance: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their</p>

			<p>vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			<p>environment in different ways and that adaptation may lead to evolution.</p>
<p>Summer 1</p>	<p>Plants: -Identify and name a variety of garden plants and evergreen trees -Identify and describe the basic structure of a variety of flowering plants including trees</p>	<p>Living things and their habitats: -To explore and compare the differences between things, which are living, dead and things that have never been alive. -To identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>		<p>Sound: -Identify how sounds are made, (vibration) -Pitch and volume -How the ear works(human auditory system)</p>	<p>Living things and habitats: Lifecycles and reproduction Compare the life cycles and reproduction of different types of plants and animals: Mammals, amphibians, birds, insects, fish. Plant reproduction</p> <p>End of Unit Assessment.</p>	<p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing</p>

						a simple circuit in a diagram.
Summer 2	<p>Outdoor learning: -Use the outside environment to explore the life cycles of plants and animals. -Explore habitats and reinforce the learning of previous terms</p>	<p>-To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>		<p>Electricity : -Building circuits -Insulators and conductors -Staying safe around electricity -Outdoor learning</p>	<p>Properties and changes in materials: Compare and group together everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Separate mixtures by filtering, sieving or evaporating. Explain reversible and irreversible changes End of Unit Assessment.</p>	<p>Light: Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>