

	Ongoing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Animals including humans	Everyday Materials/ Properties of Materials , Rocks Evolution / Inheritance	Living things/habitats Light,Sound Earth and Space	Electricity Forces and Magnets Seasonal Changes	Plants Living things and habitats	Animals including humans
Y1	Season change Name animals & their young & common plants	Identify & name common animals inc fish, amphibians, reptiles & birds. Carnivores/herbivores omnivores. (Seasons Autumn)	Name and Describe Materials Identify, name and describe materials. Compare and group materials. (Seasonal changes - Winter)	Structure of animals - fish, reptiles etc Revise naming common animals	Name common wild and garden plants (Seasonal changes - Spring)	Identifying plant structure Revising names of common flowering plants & Animals (and their young)	Identify, name and draw the basic parts of the human body an say which part of the body is associated with each sense. (Seasonal changes Summer)
Y2		Notice that animals inc humans have offspring which grows into adults. Find out and describe basic needs of animals.	Suitability / Changing materials Suitability of a variety of everyday materials inc wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Changing shape of materials	Explore / compare the dif between living, dead & things that have never been alive. Identify plants, animals & their habitats . Identify habitats that meet basic needs plants/animals.	Identify habitats that meet basic needs of plants and animals (ii) Describe how animals obtain their food from plants & other animals using simple food chain .	How seeds & bulbs grow / need of plants Find out and describe how plants need water, light and suitable temperature to grow	Describe the importance for humans of exercising, eating the right amounts of different types of food and hygiene.
Y3		Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Rocks/Fossils Compare & group dif kinds of rocks. Describe in simple terms how fossils are formed & know soil is made from organic matter	Dark is the absence of light Reflection from surfaces Shadows are formed when light source is blocked. Find patterns in the way shadows change.	Forces and Magnets Compare how things move on different surfaces How magnets attract / repel	Function of parts of different parts of flowering plants : roots stem/trunk, leaves & flowers Investigate how water is transported in plants. Life cycle of flowering plant.	Identify that animals inc humans , need the right types of nutrition and that they cannot make their own food; they get nutrition from what they eat.
Y4		Construct and interpret a variety of food chains identifying producers, predators and prey.	States of Matter - Compare and group materials according to Solids, Liquids and Gases . Observe changes in state due to warming / cooling and measure in °C (celsius)	Identify how sounds are made associate with something vibrating Patterns, pitch, volume and travelling of sound.	Electricity Identify common appliances Construct simple circuits Recognise common conductors and insulators	Living things can be classified / grouped in a variety of ways. Environments can change & pose danger to living things	Describe the simple functions of the basic parts of the digestive system in humans. Identify the dif types of teeth in humans & simple functions.
Y5		Movement of the moon & earth and other planets relative to the sun and solar system. Earth's rotation to explain day & night and movement of sun. Revision of animals inc humans ie nocturnal animals/habitats	Properties of materials Compare & grp materials on the basis of properties.Use evidence from scientific tests to choose the most appropriate material for a purpose. Dissolve materials to form a solution & describe how to recover a substance. Separate solutions using knowledge of solids, liquids and gases .	Changes of materials Revise solids, liquids and gases-Separate solutions using knowledge of solids, liquids and gases . Irreversible/reversible changes.	Forces and Magnets Gravity Push/Pull Resistance Objects fall to earth due to gravity. Air & water resistance & friction	Life cycles / reproduction Describe the differences in life cycles of a mammal, amphibian, insect and a bird. Describe the life processes of reproduction in some plants and animals.	Describe the changes as humans develop from birth to old age.

Y6		Describe the way in which nutrients and water are transported within animals, including humans	Evolution, Inheritance / Fossils Recognise that living things have changed over time. Animal adaptation. Offspring vary and not identical to parents.	Light Recognise that light appears to travel in straight lines. Use this idea to explain that objects are seen because they give out or reflect light into the eye. Light travels from sources - use this to explain shadow changes Revise sound	Electricity Associate the brightness of lamp or volume of buzzer with volts Functions of components Symbols of circuits	Classifying plants and animals Describe how living things are classified into broad groups according to common characteristics.	Identify the main parts of the humans circulatory system & describe functions of the heart, blood vessels & blood. Impact of diet, exercise, drugs & lifestyle on the way their bodies function
----	--	--	---	---	--	---	--

Working Scientifically (taught throughout each unit) :

Years 1 & 2

Asking **simple questions** and recognising that they can be answered in different ways.

Observing closely, using simple equipment.

Performing simple **tests. Identifying and classifying.**

Using their observations and ideas to suggest answers to questions.

Gathering and **recording** data to help in answering questions.

Years 3 & 4

Asking **relevant questions** and using different types of scientific enquiry to answer them.

Use straightforward **scientific evidence** to answer questions to support their findings. Make systematic and careful **observations** and where appropriate, taking accurate **measurements** using standard units, using a range of equipment, including thermometers and data loggers.

Setting up simple practical **enquiries**, comparative and **fair tests.**

Identifying differences, similarities or changes related to simple scientific ideas and processes.

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gathering, recording, classifying and presenting **data** in a variety of ways to help in answering questions. **Reporting** on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Years 5 & 6

Planning different types of scientific enquiries to answer **questions**, including recognising and controlling variables where necessary.

Identifying **scientific evidence** that has been used to support or refute ideas or arguments.

Taking **measurements**, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings where necessary.

Using test results to make predictions to set up further comparative and fair tests.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys and tables, and bar and line graphs.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.