

Topic	EYFS	Y1/2 N C Year 1 N C Year 2	Y3/4 N C Year 3 N C Year 4	Y5/6 N C Year 5 N C Year 6
Seasons	We will look at the changes in the natural world focusing on the season of Autumn. (Marvellous Me) We will look at the changes in the natural world focusing on the season of Winter. (It's a celebration) We will look at the changes in the natural world focusing on the season of Spring. (Tell me a Story) We will look at the changes in the natural world focusing on the season of Summer. (Community Champions)	At Forest School Pupils should be taught to: · observe changes across the four seasons · observe and describe weather associated with the seasons and how day length varies		
Plants		We will identify and describe the structure of plants and trees. We will grow our own plants to discover how seeds and bulbs grow into mature plants. We will perform simple tests and gather data to find out suitable conditions for growth. (Ready, Steady, Grow) Pupils should be taught to: · identify and name a variety of common wild and garden plants, including deciduous and evergreen trees · identify and describe the basic structure of a variety of common flowering plants, including trees Pupils should be taught to: · observe and describe how seeds and bulbs grow into mature plants · find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	We will learn about the parts of a plant by dissecting plants, flowers and fruits and what plants need in order to grow by growing our own in the allotment. We will also find out about the life cycle of a plant. (Dear Earth) Pupils should be taught to: · identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers · explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they 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	

Animals including humans		We will identify and group fish, amphibians, reptiles, mammals and birds. We will describe and label their basic body parts and identify them as carnivores, herbivores and omnivores. We will discuss how offspring grow into adults in the animal world. (Explorers) We will identify, name and label the basic parts of the human body and say which part of the body is associated with each sense. We will discuss how offspring grow into adults and our basic needs for survival. We will also discuss the need for healthy lifestyles (Mr Men) We will identify the habitats that different dinosaurs were adapted to. We will also describe how dinosaurs obtained their food using simple food chains and discuss herbivores, carnivores and omnivores. (Prehistoric Predators) Pupils should be taught to: · identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals · identify and name a variety of common animals that are carnivores, herbivores and omnivores · describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) · identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Pupils should be taught to: · notice that animals, including humans, have offspring which grow into adults · find out about and describe the basic needs of animals, including humans, for survival (water, food and air) · describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	We will learn about the skeletal, muscular & digestive systems as well as exploring the process of mummification. We will also learn about human and animal teeth. (Tomb Raiders) We will also look at food chains and identify producers, predators and prey. (Under the Sea) We will investigate the importance of nutrition, and the diets of saxons and vikings to plan healthy and in season meals. (Saxons and Vikings) Pupils should be taught to: · identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat · identify that humans and some other animals have skeletons and muscles for support, protection and movement Pupils should be taught to: · describe the simple functions of the basic parts of the digestive system in humans · identify the different types of teeth in humans and their simple functions · construct and interpret a variety of food chains, identifying producers, predators and prey	We will study animals, including humans, focusing on the circulatory system, impact of diet and exercise on lifestyles and the importance of nutrients and water. (Faster, Higher, Stronger) We will be investigating animals, including humans and development into old age. (We'll Meet Again) Pupils should be taught to: · 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 Pupils should be taught to: · describe the changes as humans develop to old age
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Living things and their habitats	We will explore or immediate natural world noticing habitats and changes by making observations describing what we see. (Wings, Stings and Wriggly Things!) We will explore the natural world focusing on different countries and habitats. We will explore how to care for our world and local environment and what happens when we don't. (What a wonderful World)	We will go on a virtual safari and describe different animals and plants that can be found in a rockpool at the seaside. We will find out how they are adapted to their micro habitat and describe simple food chains. (Oh I do like to be beside the seaside) We will identify the habitats that different dinosaurs were adapted to. We will also describe how dinosaurs obtained their food using simple food chains and discuss herbivores, carnivores and omnivores.(Prehistoric Predators) Pupils should be taught to: · explore and compare the difference between things that are living, dead, and things that have never been alive · identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other · identify and name a variety of plants and animals in their habitats, including micro-habitats · 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	We will learn about marine animals and use classification keys to group and identify them including vertebrates and invertebrates. (Under the Sea) We will discuss the differences between mammals, birds, reptiles and amphibians and how habitats change throughout the year. We will make and use simple keys to identify local plants and animals that the saxons and vikings would have hunted and eaten. (Saxons and Vikings) We will recreate the greenhouse effect with glass jars to recognise the impact of changing environments..(Dear Earth) Pupils should be taught to: · recognise that living things can be grouped in a variety of ways · explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment · recognise that environments can change and that this can sometimes pose dangers to living things	We will study living things and their classification.(Where the World Turns Wild) Pupils should be taught to: · describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals · give reasons for classifying plants and animals based on specific characteristics We will learn about living things and their habitats focusing on how they have adapted and their respective life cycles. We will look at the process of metamorphosis by breeding our own butterflies.(Remarkable Rainforests) Pupils should be taught to: · describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird · describe the life process of reproduction in some plants and animals
Light			We will use caves as the starting point for learning about lights and shadows; making shadow puppets of prehistoric animals. We will investigate reflections and how to protect ourselves from the sun.(Stone Age Survival) Pupils should be taught to: · recognise that they need light in order to see things and that the dark is the absence of light · notice that light is reflected from surfaces · recognise that light from the sun can be dangerous and that there are ways to protect their eyes · recognise that shadows are formed when the light from a light source is blocked by a opaque object · find patterns in the way that the size of	We will investigate light and how it travels. We will experiment with light sources and shadows. (Back to the Future) Pupils should be taught to: · 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

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Forces and magnets		We will be exploring friction using toy vehicles on slopes with different surfaces. (Toymakers) We will be exploring Isaac Newton and his theory of gravity by planning, performing and concluding an experiment. (Dream Big)	We will be learning about forces, including push, pull and friction. We will apply this knowledge to improving safety in our local area.(Top Gear) We will continue our learning of forces by learning about magnets, including investigating the magnetism of materials that the Romans would have used for armor. We will also explore different magnet experiments using scientific enquiry skills. (Celts and Romans) Pupils should be taught to: · compare how things move on different surfaces · notice that some forces need contact between two objects, but magnetic forces can act at a distance · observe how magnets attract or repel each other and attract some materials and not others · compare and group together a variety of everyday materials on the basis on 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	We will study the force of gravity, and the effects of: air resistance, water resistance and friction. We will make mechanisms which allow a smaller force to have a greater effect.(Terrible Tudors) Pupils should be taught to: · explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object · identify the effects of air resistance, water resistance and friction, that act between moving surfaces · recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
Sound			We will explore sources of sound and how we hear. We will look at how both humans and animals communicate in the Antarctic Environment.(Antarctic Adventure) Pupils should be taught to: · identify how sounds are made, associating some of them with something vibrating · recognise that vibrations from sounds travel through a medium to the ear · find patterns between the pitch of a sound and features of the object that produced it · find patterns between the volume of a sound and the strength of the vibrations that produced it · recognise that sounds get fainter as the	

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Electricity			We will learn about electricity and circuits. (Eureka!) Pupils should be taught to: · identify common appliances that run on electricity · construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers · identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery · recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit · recognise some common conductors and insulators, and associate metals with being good conductors	We will study electricity.(The Empire) Pupils should be taught to: · 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 a simple circuit in a diagram
Earth and Space				We will learn about the Solar System, the phases of the moon, the rotation of the Earth, day and night and the constellations.(Sun, Moon and Stars) Pupils should be taught to: · describe the movement of the Earth, and other planets, relative to the Sun in the Solar System · describe the movement of the Moon relative to the Earth · describe the Sun, Earth and Moon as approximately spherical bodies · use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Evolution and Inheritance				We will study evolution and inheritance and the influential scientists in this field.(Holes) Pupils should be taught to: · 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 environment in different ways and that adaptation may lead to evolution
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Everyday Materials		We will look at objects and the material from which they are made when making our toys and looking at historical toys. We will also investigate friction using toy vehicles on slopes with different surfaces. (Toymakers) We will name and group everyday materials based on their properties. We will discuss the suitability of different materials in a castle. (Towers, Turrets, Tiaras) We will continue to explore a variety of materials and their properties and find out how materials can be changed through squashing, bending, twisting and stretching. We will gather data and perform simple tests. (Dungeons and Dragons) We will identify a variety of everyday materials and look at the suitability of materials when creating our finger puppets (Lights, Camera, Action) We will identify and compare the suitability of materials for different jobs. We will test everyday materials for floating and waterproofing.(Shiver me Timbers) Pupils should be taught to: · distinguish between an object and the material from which it is made		Properties and changes in materials: We will be looking at the properties and changes in materials including dissolving, separating mixtures and chemical changes. (The Magic of Harry Potter) Pupils should be taught to: · compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets · know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution · use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating · give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic · demonstrate that dissolving, mixing and changes of state are reversible changes · explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
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Rocks			We will explore the different properties of rocks we would use to build specific megastructures. We will also investigate the formation of rocks and soils. We will learn how fossils are formed. (Megastructures) Rocks Pupils should be taught to: · 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	

States of matter	We will look closely at similarities, differences, patterns and changes including investigating how to melt ice. (It's a celebration)	We will be learning how to change variables in our scientific experiments. We will also be experimenting with spreading fire and learning about fire safety. (Fire! Fire!)	We will complete a series of experiments investigating solids, liquids and gases. We will look at heating and cooling different materials. Then we will identify evaporation and condensation in the water cycle. (Imaginary Worlds) Pupils should be taught to: · compare and group materials together, according to whether they are solids, liquids or gases · observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) · identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	
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