

	Autumn	Spring			Summer	
	<b>Understanding the World (The Natural World)</b>					
	<b>All About Me</b>	<b>Environment &amp; Seasons</b>	<b>Materials</b>	<b>Animals and their habitat</b>	<b>Plants</b>	<b>Animals &amp; Plants</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Explore the natural world around me</li> <li>Begin to understand their own growth</li> <li>Identify different senses</li> <li>Know good hygiene and health</li> </ul>	<ul style="list-style-type: none"> <li>Show care &amp; concern for the environment</li> <li>Begin to understand the natural world</li> <li>Know important processes, patterns &amp; changes in the natural world, including seasons &amp; changing states of matter</li> <li>Understand animal hibernation</li> </ul>	<ul style="list-style-type: none"> <li>Identify &amp; classify similarities &amp; differences of materials</li> </ul>	<ul style="list-style-type: none"> <li>Understand growth, change, importance of health</li> <li>Understand that there are different habitats</li> <li>Identify different habitats and forest animals</li> <li>Identify offspring</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world</li> <li>Make observations of plants</li> <li>Draw pictures of plants</li> </ul>	<ul style="list-style-type: none"> <li>Animal life cycles</li> </ul>
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"> <li>Talk about patterns in the natural world</li> <li>Talk about changes in the natural world</li> <li>Observe the natural world</li> <li>Talk about changes to their bodies</li> </ul>	<ul style="list-style-type: none"> <li>Talk about patterns in the natural world</li> <li>Talk about changes in the natural world and the changing states of matter</li> </ul>	<ul style="list-style-type: none"> <li>Identify &amp; classify similarities &amp; differences of materials</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between the natural world &amp; contrasting environments using personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Observe plants &amp; discuss changes</li> <li>Investigate what a plant needs to grow</li> </ul>	<ul style="list-style-type: none"> <li>Observe life cycles ie. Frogs</li> <li>Talk about changes of bean plant growth</li> </ul>
<b>EYFS Curriculum Links</b>	<p><b>Forest Schools</b></p> <p><b>PSHE:</b> Keeping healthy</p> <p><b>Writing:</b> Postcards</p> <p><b>PE:</b> Body management</p> <p><b>Communication &amp; Language:</b> use vocabulary to describe natural world around me</p>	<p><b>Forest Schools</b></p> <p><b>Understanding the World:</b> <b>Geography:</b> Inuit People</p> <p><b>Understanding the World:</b> <b>Geography:</b> Polar Regions</p> <p><b>Writing:</b> Descriptive writing linked to environment</p> <p><b>Communication &amp; Language:</b> use vocabulary to describe seasons &amp; environments</p>	<p><b>Communication &amp; Language:</b> use vocabulary to describe properties of materials</p>	<p><b>Forest Schools</b></p> <p><b>Art – Mark Making:</b> looking at different colour shades appropriate for camouflage</p> <p><b>Communication &amp; Language:</b> use vocabulary to describe characteristics of animals</p> <p><b>Maths:</b> Repeating patterns (caterpillar bodies)</p>	<p><b>Forest Schools</b></p> <p><b>Writing:</b> Label plant/flowers</p> <p><b>Art:</b> Drawing</p> <p><b>Understanding the World:</b> <b>Geography:</b> Where food comes from in the world &amp; how it grows</p> <p><b>Communication &amp; Language:</b> use vocabulary to describe characteristics of plants</p>	<p><b>Forest Schools</b></p> <p><b>Writing:</b> Poster on Minibeast on PurpleMash</p>

	Plants	Seasons	Plants & Seasons	Animals Including Humans	Everyday Materials	Animals Inc Humans & Everyday Materials
Year 1	<ul style="list-style-type: none"> <li>• <b>Know</b> the parts of plants</li> <li>• <b>Know</b> wild plants &amp; where to find them</li> <li>• <b>Know</b> common plants &amp; where to find them</li> <li>• <b>Know</b> what makes a tree</li> <li>• <b>Know</b> differences between trees</li> <li>• <b>Know</b> trees in local area</li> <li>• <b>Seek patterns in where moss grows on school grounds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> the four seasons</li> <li>• <b>Know</b> what the weather is like in each season</li> <li>• <b>Observe, collect &amp; record</b> data about weather</li> <li>• <b>Know</b> why day becomes night</li> </ul>	Revisit & revise key elements of previous two areas	<ul style="list-style-type: none"> <li>• <b>Know</b> what an animal is</li> <li>• <b>Know</b> different types of animals</li> <li>• <b>Know</b> similarities &amp; differences</li> <li>• <b>Identify, group, compare &amp; contrast</b> animals</li> <li>• <b>Know</b> what food tells us about an animal</li> <li>• <b>Know</b> what makes me an animal</li> <li>• <b>Know</b> the 5 senses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> what materials are</li> <li>• <b>Know</b> what things are made of in school</li> <li>• <b>Know</b> how to describe materials</li> <li>• <b>Perform simple fair test</b> on the properties of materials (waterproof, transparent, opaque)</li> </ul>	Revisit & revise key elements of previous two areas
Working Scientifically Skills	<ul style="list-style-type: none"> <li>• Can sort and group parts of plants using similarities and differences eg leaf shape, flower colour.</li> <li>• Can use simple charts and venn diagrams to identify and classify plants.</li> <li>• Use photographs and their own observations to talk about how plants change over time (deciduous and evergreen trees, fruit-bearing trees)</li> <li>• Plant seeds and observe how they grow and change by making simple observations.</li> <li>• Name the parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and record data about weather conditions in each season, drawing on observation and using simple equipment (eg containers to collect rainfall).</li> <li>• Use data to create a pictogram and use this to describe changes in day length over the seasons.</li> <li>• Gather data about day length regularly throughout the year to compare seasons.</li> <li>• Use their evidence to describe some other features of the weather, surroundings, themselves, animals and plants found in different seasons.</li> </ul>		<ul style="list-style-type: none"> <li>• Compare the structure of two animals from the same or different groups eg. Wings, feathers, vertebrates/invertebrates.</li> <li>• Classify animals using a range of features eg lays eggs, give birth to live young, carnivore, herbivore, omnivore.</li> <li>• Identify animals by matching statements to names images.</li> <li>• Take measurements of parts of the body and present results in a table to interpret.</li> <li>• Conduct simple sense experiments – which part of my body is not good for feeling? Which food/flavours can I identify by taste?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their physical properties.</li> <li>• Classify objects made of one material eg. Group of objects made of metal.</li> <li>• Use their test evidence to answer the questions about properties e.g. which cloth is the most absorbant?</li> <li>• Test the properties of objects eg waterproofness of shelters.</li> </ul>	
Year 1 Curriculum Links	<p><b>English: Explanation text:</b> How plants grow (Aut 1)</p> <p><b>Reading Comprehension</b> Our senses (Aut 1)</p>	<p><b>Reading Comprehension</b> Li's Snowman (Aut 2)</p> <p><b>Core Book:</b> Funnybones Room on the broom</p> <p><b>Geography: Hot and Cold places:</b> Identify seasonal and daily weather patterns in the United Kingdom (Spr 2)</p> <p><b>Art: Drawing:</b> Mark making to demonstrate different weather</p>	<p><b>Reading Comprehension</b> Fairytale Pancake Toppings (Spr 1)</p>	<p><b>English: Diary:</b> A day in the life of Michael Recycle (Spr 1)</p> <p><b>Reading Comprehension</b> Dad's Jobs (Spr 1)</p>	<p><b>English: Non-Chronological report:</b> Animals (Sum 2)</p> <p><b>Reading Comprehension</b> Jack's Beetle (Aut 1) The Lost kitten (Aut 1) The Turtle and the beetle (Aut1) Ben's Frog (Aut 1)</p> <p><b>Visit:</b> Lakeland Maize Maze (Sum 2)</p> <p><b>Art: Printmaking:</b> Using everyday materials (Spr 2) <b>3D:</b> Introduction to clay (Sum 2)</p>	<p><b>Reading Comprehension:</b> Spot the odd one out (Aut 2) Making predictions (Aut 2) Rabbit Facts (Spr 2) Animal Poetry snap! (Sum2) Pussy cat, Pussy Cat where have you been? (Sum 2) Carnivores, herbivores and omnivores (Sum 2) The giant panda (Sum 2) Ladybirds (Sum 2)</p> <p><b>Art:</b> Drawing (Aut 1)</p> <p><b>Visit:</b> Lakeland Maize Maze (Sum 2)</p>

	Living Things & Their Habitats	Animals Including Humans	Living Things & Their Habitats & Animals Inc Humans	Plants	Everyday Materials	Plants & Everyday Materials
Year 2	<ul style="list-style-type: none"> <li>Identify &amp; classify living, dead or never alive</li> <li>Know what all living things have in common</li> <li>Know where plants &amp; animals live</li> <li>Know what plants &amp; animals live in the local area</li> <li>Know what food chains are &amp; understand how they're connected</li> <li>Know why plants &amp; animals need each other</li> </ul>	<ul style="list-style-type: none"> <li>Know what an animal is</li> <li>Know how animals change as they mature</li> <li>Observe closely &amp; measure growth of animals – record data</li> <li>Know how we change as we mature</li> <li>Know what all animals need to survive</li> <li>Know why exercise is key</li> <li>Know why we eat different types of food</li> </ul>	Revisit & revise key elements of previous two areas	<ul style="list-style-type: none"> <li>Know how seeds germinated</li> <li>Know how seeds and bulbs grow</li> <li>Seek patterns between size of seed and size of plant</li> <li>Know what happens when bulbs sprout</li> <li>Know what plants need to thrive &amp; be healthy</li> <li>Understand what can happen if plants don't get what they need</li> </ul>	<ul style="list-style-type: none"> <li>Know what materials are used for</li> <li>Categorise &amp; compare different materials</li> <li>Know how materials can change &amp; understand what happens (squash, bend, twist, stretch)</li> <li>Perform simple fair test on materials to see if they're fit for purpose – collect &amp; record data</li> <li>Know what the most absorbent material is</li> </ul>	Revisit & revise key elements of previous two areas
Working Scientifically Skills	<ul style="list-style-type: none"> <li>Explore the outside environment regularly to find objects that are living, dead or never alive.</li> <li>Observe animals and plants, drawing and labelling diagrams.</li> <li>Create simple food chains for a familiar local habitat.</li> <li>Identify and classify things that are living, dead or never alive.</li> <li>Can give key features that mean the animal or plant is suited to its micro-habitat.</li> <li>Can explain in simple terms why an animal or plant is suited to its habitat.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the effect of exercise on their bodies.</li> <li>Classify food in a range of ways, including using the Eatwell guide.</li> <li>Describe, using diagrams, the life cycles of some animals, including humans, and their growth to adults.</li> <li>Measure/observe how animals including humans grow.</li> <li>Collate what they know about looking after a baby, creating a parenting/pet owners' guide.</li> <li>Explain how development and health might be affected by conditions and needs being met/not met.</li> </ul>		<ul style="list-style-type: none"> <li>Make close observations of seeds and bulbs.</li> <li>Classify seeds and bulbs.</li> <li>Research and plan when and how to plant a range of seeds and bulbs.</li> <li>Look after the plants as they grow – weeding, thinning, watering etc.</li> <li>Make close observations and measurements of their plants growing from seeds &amp; bulbs.</li> <li>Make comparisons between plants as they grow.</li> <li>Can spot similarities and differences between bulbs and seeds.</li> </ul>	<ul style="list-style-type: none"> <li>Classify and sort materials by their properties.</li> <li>Investigate &amp; observe what happens to different materials during testing.</li> <li>Investigate which materials are fit for a purpose e.g. best material for umbrella?</li> <li>Explain from observations how materials change when force is exerted on them by squashing, bending, etc.</li> <li>Investigate transparency of objects. Record data in table.</li> <li>Ask &amp; answer questions about everyday materials.</li> </ul>	
Year 2 Curriculum Links	<p>Maths: Venn Diagrams (Aut 1)</p> <p>Reading Comprehension: A variety of animals (Aut 2)</p> <p>English: Writing: Non Chronological Report on an endangered animal (Aut 2)</p>	<p>Reading Comprehension: A variety of animals (Aut 2)</p> <p>English: Writing: Non Chronological Report on an endangered animal (Aut 2)</p> <p>PSHE: Health and Wellbeing (Aut 2) Safety &amp; The Changing Body (Spr 1)</p> <p>DT: Food: A Balanced Diet (Aut 1)</p> <p>PE: All units</p>		<p>Maths: Measuring length &amp; capacity</p> <p>Maths: Comparing</p> <p>Art: Printmaking</p>	<p>Core Book: Traction Man</p> <p>History: The Great Fire of London</p> <p>DT: Moving Monsters (Spr)</p> <p>DT: Textiles (Sum)</p>	

Year 3	Animals Including Humans	Rocks	Forces & Magnets	Light	Plants	Revisit & Revise
Working Scientifically Skills	<ul style="list-style-type: none"> <li>Classify food in a range of ways.</li> <li>Use food labels to explore the nutritional content of a range of food items.</li> <li>Use food labels to answer enquiry questions e.g., how much sugar is in soft drinks.</li> <li>Identify and label the parts &amp; functions of a skeleton.</li> <li>Compare, contrast &amp; classify skeletons of different animals e.g., vertebrate &amp; invertebrate.</li> </ul>	<ul style="list-style-type: none"> <li>Compare &amp; group together different kinds of rocks on the basis of their appearance &amp; simple physical properties.</li> <li>Link rocks changing over time with their properties e.g. soft rocks get worn away more easily.</li> <li>Presents in different ways their understanding of how fossils are formed.</li> <li>Identifies plant/animal matter in samples of soil.</li> <li>Devise a comparative test to investigate whether a rock is chalk or limestone.</li> </ul>	<ul style="list-style-type: none"> <li>Record findings from an investigation on strength of friction &amp; make predictions &amp; draw simple conclusions.</li> <li>Compare &amp; group materials following magnetic testing, recording findings.</li> <li>Answer questions about which materials are magnetic.</li> <li>Make &amp; investigate predictions on whether 2 magnets will attract or repel depending on which poles are facing.</li> </ul>	<ul style="list-style-type: none"> <li>Observe &amp; identify changes to the size &amp; orientation of shadows.</li> <li>Observe &amp; identify the difference in shadows of opaque, translucent &amp; transparent objects/materials.</li> <li>Investigate the size of shadows when an object moves closer to or away from a light source by tracing shadows &amp; comparing differences.</li> <li>Use oral or written explanations to report on why shadows are form &amp; how the length &amp; size of a shadow can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the effect of putting carnations or celery in coloured water.</li> <li>Investigate what happens to plants when they are put in different conditions e.g., in darkness, in the cold &amp; deprived of air.</li> <li>Observe seeds being blown from the trees e.g. sycamore.</li> <li>Research different types of seed dispersal.</li> <li>Explain observations made during investigations.</li> </ul>	<p>Revisit &amp; revise key elements of previous areas</p>
Year 3 Curriculum Links	<p><b>Reading Comprehension:</b> Skeleton Fact File (Aut 1) Healthy Eating (Aut 1)</p> <p><b>PSHE: Health &amp; Wellbeing:</b> Balanced diet</p> <p><b>PE: Athletics:</b> Muscle movement</p>	<p><b>History: Stone Age:</b> Identify rock types for tools Fossils of animals</p>	<p><b>PE: Athletics:</b> Speed &amp; Force</p> <p><b>DT: Mechanical System:</b> Making pneumatic toy move because of air pressure</p>	<p><b>Art: Drawing:</b> How light can affect tone/pencil grading</p> <p><b>DT: Electrical systems:</b> Using light bulbs to represent Stone Age light source (flame)</p>	<p><b>Geography: Local Area Study:</b> Identifying plants in our environment</p> <p><b>English: Writing:</b> Acrostic Poetry (Spr 2)</p>	

Year 4	Animals Including Humans	States of Matter	Electricity	Living Things & Their Habitats	Sound	Revisit & Revise
Working Scientifically Skills	<ul style="list-style-type: none"> <li>Construct &amp; interpret a variety of food chains, identifying producers, predators &amp; prey.</li> <li>Identify differences &amp; similarities of different types of teeth according to herbivore, omnivore &amp; carnivore.</li> <li>Label a diagram of human teeth.</li> <li>Recreate the human digestive system &amp; observe representation of how food travels through it.</li> <li>Label different parts of digestive system.</li> <li>Set up &amp; carry out investigation to identify substance which are harmful to teeth.</li> </ul>	<ul style="list-style-type: none"> <li>Classify &amp; group a range of solids, liquids &amp; gases.</li> <li>Observe a range of solids melting.</li> <li>Investigate melting points of different solids.</li> <li>Observe water evaporating &amp; condensing.</li> <li>Set up investigation to explore changing the rate of evaporation.</li> </ul>	<ul style="list-style-type: none"> <li>Construct &amp; investigate a range of circuits.</li> <li>Investigate whether materials are conductors or insulators, by setting up &amp; carrying out simple practical enquiry.</li> <li>Investigate the effect of a switch in a simple circuit.</li> <li>Compare the differences between a complete &amp; incomplete circuit.</li> </ul>	<ul style="list-style-type: none"> <li>Explore &amp; use classifications to help group, identify &amp; name a variety of living things.</li> <li>Create a simple identification key based on observable features.</li> <li>Use research to explore human impacts on environment both positive &amp; negative e.g., litter, tree planting.</li> <li>Create simple classification keys to identify &amp; classify vertebrates &amp; invertebrates.</li> <li>Compare 2 animal groups displaying information using Venn diagram.</li> <li>Classify living things found in different habitats based on their features.</li> </ul>	<ul style="list-style-type: none"> <li>Explore whether sound can be seen, felt &amp; heard from a variety of different instruments e.g., popcorn on a speaker.</li> <li>Identify &amp; show how sound travels through different particles &amp; into the ear.</li> <li>Investigate how the length &amp; tightness of a string can affect the pitch of a sound made.</li> <li>Take accurate measurements using data loggers to investigate the volume of sound in the school hall during different parts of the day.</li> </ul>	Revisit & revise key elements of previous areas
Year 4 Curriculum Links	<p><b>English: Explanation text:</b> How to keep teeth healthy (Aut 1)</p> <p><b>Reading Comprehension</b> Teeth (Aut 1) The Digestive System (Aut 1) Food Chains (Aut 2)</p> <p><b>History:</b> Stone Age: How the skull and mouth has developed overtime (Yr 3 Aut)</p> <p><b>Computing:</b> Creating Media (Aut 2)</p>	<p><b>Reading Comprehension</b> States of Matter (Aut 2)</p> <p><b>Geography:</b> The Water Cycle: How water changes states (Aut 2)</p>	<p><b>Reading Comprehension</b> Electricity (Spr 1)</p>	<p><b>Geography:</b> The Water Cycle: Pollution (Aut 2)</p> <p><b>DT: Digital World:</b> Suitable habitats for animals (Spr 2)</p> <p><b>Reading Comprehension</b> Animal Habitats (Spr 2) The Animal Whisperer (Spr 2)</p> <p><b>Computing:</b> Creating Media (Spr 2) <b>Computing:</b> Programming (Sum 2)</p>	<p><b>Music:</b> All units</p> <p><b>Reading Comprehension</b> Sound Waves (Sum 2)</p> <p><b>Maths:</b> Data: Recording frequency of noise levels in dinner hall (Sum 1)</p> <p><b>Computing:</b> Creating Media (Aut 2) <b>Computing:</b> Data &amp; Information (Spr 12)</p>	

	Living Things & Their Habitats	Properties & Changes in Materials	Forces	Earth & Space	Animals Including Humans	Revisit & Revise
Year 5	<ul style="list-style-type: none"> <li>• <b>Know</b> the difference between life cycles (mammal &amp; amphibian, insect &amp; bird)</li> <li>• <b>Know</b> the similarities &amp; differences between the life cycles of living things</li> <li>• <b>Know</b> who the inspirational scientist, Maria Merion was &amp; what she did</li> <li>• <b>Know</b> how living things reproduce</li> <li>• <b>Know</b> the life process of reproduction in plants</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> what properties materials have &amp; <b>understand</b> how we use them</li> <li>• <b>Know</b> what a solution is</li> <li>• <b>Know</b> what a mixture is</li> <li>• <b>Understand</b> how materials can be separated from a mixture</li> <li>• <b>Know</b> how materials can be separated from a solution</li> <li>• <b>Know</b> what changes are reversible</li> <li>• <b>Know</b> what changes are irreversible</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> what gravity is</li> <li>• <b>Know</b> when friction is helpful &amp; when it is not</li> <li>• <b>Know</b> the effect of air resistance</li> <li>• <b>Know</b> the effect of water resistance</li> <li>• <b>Know</b> who Galileo Galilei was</li> <li>• <b>Know</b> how levers, pulleys and gears help us</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> what the planets are in our solar system</li> <li>• <b>Know</b> how our view of the moon changes in a lunar month</li> <li>• <b>Know</b> why the rotation of Earth results in night &amp; day</li> <li>• <b>Know</b> why the Earth's tilt is responsible for the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> what the human timeline is</li> <li>• <b>Know</b> how we change into adults</li> <li>• <b>Know &amp; compare</b> the human &amp; animal lifespan</li> <li>• <b>Know</b> similarities &amp; differences between the gestation periods of animals to that of humans</li> </ul>	Revisit & revise key elements of previous areas
Working Scientifically Skills	<ul style="list-style-type: none"> <li>• Observe &amp; compare life cycles of different plants &amp; animals.</li> <li>• Observe how plants develop tubers to grow into new plants.</li> <li>• Recreate scientific model to represent the pollination process (Wotsits investigation)</li> <li>• Identify which insects complete which type of metamorphosis &amp; present findings</li> <li>• Identify similarities &amp; differences between the characteristics of different animal types in order to classify them.</li> <li>• Use secondary sources to research the significance of Maria Merion.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore adding a range of solids to water to investigate whether it is a mixture or solution.</li> <li>• Carry out comparative &amp; fair tests involving reversible &amp; irreversible changes e.g. dissolving, freezing, melting &amp; burning.</li> <li>• Separate mixtures by sieving, filtering &amp; magnetism, choosing the most suitable method &amp; equipment for each mixture.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the pull on different objects using a Newton metre &amp; record forces in Newtons.</li> <li>• Report on conclusions relating to an objects mass &amp; its weight in Newtons.</li> <li>• Investigate the effect of friction in a range of contexts (jelly investigation).</li> <li>• Investigate the effects of water resistance by moulding the same piece of Plasticine into different shapes to see if it sinks or floats.</li> <li>• Investigate the effects of air resistance in a range of context e.g. running with card.</li> <li>• Explore how levers, pulleys &amp; gears work.</li> <li>• Research how the work of Galileo Galilei helped to develop the theory of gravitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a model to show the movement around the sun &amp; the movement around the Earth.</li> <li>• Create a model to show why day &amp; night occur.</li> <li>• Use secondary sources to research a plant around the sun.</li> <li>• Make first hand observations of how shadows, caused by the sun, change throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Use data to compare &amp; find patterns in animal gestation periods.</li> <li>• Compare human &amp; animal gestation &amp; life span.</li> <li>• Find similarities &amp; differences in each stage of the human timeline.</li> </ul>	
Year 5 Curriculum Links	<p><b>Reading Comprehension:</b> Strange but True Animals Iguanas The Animal Whisperer Our Family Dogs (Aut 1)</p> <p><b>Geography:</b> Biomes (Aut 1)</p> <p><b>Core Book:</b> The Variety of Life</p> <p><b>Maths:</b> Venn diagrams</p>	<p><b>Reading Comprehension:</b> Changing Matter (Aut 2)</p> <p><b>English: Explanation Text:</b> The Chocolate Making process (Aut 2)</p>	<p><b>Reading Comprehension:</b> Gravity Galileo Galilei (Spr 1)</p> <p><b>DT:</b> Making a Pop up Book (levers) (Spr)</p> <p><b>DT:</b> Structures (Sum)</p> <p><b>Maths:</b> Clockwise and anti clockwise</p>	<p><b>Reading Comprehension:</b> Planets in the Solar System (Spr 2)</p> <p><b>Geography:</b> Biomes (Aut)</p> <p><b>Maths:</b> Fractions (phases of the Moon)</p> <p><b>Maths:</b> Decimals and Percentages</p> <p><b>Maths:</b> Clockwise and anti clockwise</p>	<p><b>PSHE:</b> Puberty and Menstruation (Aut 1)</p> <p><b>Maths:</b> Data Handling: Bar charts</p> <p><b>Maths:</b> Rounding to nearest 10</p>	



	Animals Including Humans	Living Things & Their Habitats	Light	Electricity	Inheritance & Evolution	Revisit & Revise
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• <b>Know</b> what blood is made of &amp; <b>understand</b> why we need it</li> <li>• <b>Know</b> why our bodies need nutrients &amp; how they are transported</li> <li>• <b>Know</b> what the human circulatory system is</li> <li>• <b>Know</b> what our hearts are like inside &amp; how they work</li> <li>• <b>Know</b> how heart rate can change over time</li> <li>• <b>Know</b> who has influenced what we know about our circulatory system</li> <li>• <b>Know</b> what we can do to remain healthy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> who Carl Linnaeus was &amp; what he did</li> <li>• <b>Know how to identify &amp; classify</b> vertebrates using classification keys.</li> <li>• <b>Know how to identify &amp; classify</b> invertebrates using classification keys.</li> <li>• <b>Apply</b> knowledge by <b>classifying</b> animals &amp; plants in local area</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> how light travels</li> <li>• <b>Know</b> what colour light is made of</li> <li>• <b>Know</b> how light helps us see objects through reflection</li> <li>• <b>Know</b> which surfaces make the best reflectors</li> <li>• <b>Know</b> why we see objects as a particular colour</li> <li>• <b>Know</b> refraction &amp; what happens to the appearance of an object when placed in water</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> what electricity is &amp; understand how it works</li> <li>• <b>Know</b> how to build &amp; represent a series circuit</li> <li>• <b>Know</b> components in a series circuit</li> <li>• <b>Know</b> the effect variables can have on a circuit</li> <li>• <b>Know</b> the effects &amp; consequences changing circuit components and batteries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> how living things have changed over time &amp; how we know this</li> <li>• <b>Know</b> how life has evolved over time</li> <li>• <b>Know</b> what DNA is &amp; what it does</li> <li>• <b>Know</b> through investigation whether all offspring are identical to their parents</li> <li>• <b>Know</b> what evidence Darwin &amp; Wallace shared to argue the case for evolution</li> <li>• <b>Know</b> how animals have adapted &amp; evolved to suit their environment</li> </ul>	Revisit & revise key elements of previous areas
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"> <li>• Use labelled diagrams to support understanding of how nutrients and oxygen are delivered around the body.</li> <li>• Identify the main components of the heart.</li> <li>• Predict what will happen to the heart during exercise.</li> <li>• Conduct a fair investigation on the effects of exercise on the heart.</li> <li>• Use scientific equipment to track results and record data using tables and graphs.</li> <li>• Analyse whole class data after investigation to compare and reflect on findings and draw conclusions.</li> <li>• Use information acquired to write a scientific report on how the human circulatory system works.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify plants &amp; animals &amp; record conclusions from the use of classification keys.</li> <li>• Use information about the characteristics of an unknown animal or plant to assign it to a group.</li> <li>• Use secondary sources to learn about the formal classification system devised by Carl Linnaeus &amp; why it is important.</li> <li>• Categorise, describe, sort &amp; classify vertebrates &amp; invertebrates.</li> <li>• Plan an investigation to collect, identify &amp; observe an invertebrate from its natural environment using magnifying glasses, pooters &amp; other recording devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan &amp; investigate how light travels. Present data &amp; draw conclusions.</li> <li>• Investigate the use of mirrors to reflect light.</li> <li>• Use mirrors, torches and protractors to demonstrate &amp; record how light is reflected in a mirror &amp; how we see ourselves in a mirror.</li> <li>• Use a torch &amp; visible spectrum to investigate the colours light is made of.</li> <li>• Plan an investigation to find out which surfaces make the best reflectors.</li> <li>• Investigate the impact of refraction on an object when placed in water.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw circuit diagrams of a range of simple series circuits, using recognised symbols.</li> <li>• Make electric circuits and demonstrate, following investigation, how variation in the working of particular components can be changed.</li> <li>• Plan and select resources for a fair scientific enquiry, deciding which variables to control.</li> <li>• Record results from an experiment using tables and graphs.</li> <li>• Evaluate and explain their investigation, results and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow lines of enquiry to support explanation of the process of evolution.</li> <li>• Identify whether offspring are identical to their parents.</li> <li>• Compare the ideas of Charles Darwin &amp; Alfred Wallace on evolution.</li> <li>• Investigate how animals have adapted &amp; evolved to suit their environment overtime.</li> </ul>	
<b>Year 6 Curriculum Links</b>	<p><b>Maths:</b> Percentages (Blood) (Aut 2)</p> <p><b>PSHE:</b> Safety &amp; The Changing Body (Drugs) (Aut 1)</p>	<p><b>Reading Comprehension:</b> Facts about Bumblebees (Aut 1), The Giant Panda Bear (Aut 1), Giraffes (Aut 2), The Octopus (Aut 2), California’s Unlikely Warriors(Spr 1)</p> <p><b>English: Writing:</b> Wild Cats (Aut 1) Chameleon Story (Aut 2)</p> <p><b>Visitor:</b> Little Beasties</p>	<p><b>Reading Comprehension:</b> Eureka (Spr 1)</p> <p><b>Maths</b> Measuring angles (reflection and incidence) (Spr 2)</p>	<p><b>Reading Comprehension</b> A Traveller in Time (Sum 1)</p> <p><b>PSHE:</b> Safety &amp; The Changing Body (Aut 1)</p>	<p><b>Reading Comprehension:</b> Charles Darwin (Spr 2) The Way of the Dodo (Sum 1) Evolution Revolution (Sum 1)</p>	

## Working Scientifically

EYFS

Talk about patterns	Talk about change	Observe	Identify similarities and differences
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KS1

Ask simple questions & recognise that they can be answered in different ways	Observe closely, using simple equipment	Perform simple tests	Identify & classify	Use observations & ideas to suggest answers to questions	Gather & record data to help answer questions.
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LKS2

Ask relevant questions & use different types of enquiries to answer them	Setting up simple practical enquiries, comparative & fair tests	Make systematic and careful observations, & where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts & tables	Reporting on findings from enquires, including oral and written explanations, displays or presentation of results & conclusions	Using results to draw simple conclusions, make predictions for new values, suggest improvement & raise further questions	Identifying differences, similarities or changes related to simple scientific ideas & processes	Using straight forward scientific evidence to answer questions or to support findings
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UKS2

Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary	Taking measurements, using a range of scientific equipment, with increasing accuracy & precision	Recording data & results of increasing complexity using scientific diagrams, labels, classification keys, tables & bar & line graphs	Using test results to make predictions to set up further comparative and fair tests	Reporting and presenting findings from enquiries, including conclusions, causal relationships & explanations, of results in oral & written forms, such as displays & other presentations	Identify scientific evidence that has been used to support or refute arguments
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