



| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|------------------------------------------------------|--------------------------------------------------|-----------------------------------------------|---------------------------------------------------|----------------------------|-----------------------------|
| EYFS | Our Body | Weather and Seasons | Space | Food | Plants | Environmental |
| | Learn about your body | Learn about rain, ice and | Explore outer space. | Learn about your diet | Discover that plants are | Awareness |
| Understanding | parts: the arms, legs and | water. Describe why the air | Discover why rockets | and how to stay healthy. | living things. Learn about | Boogie Bear |
| of the World | chest, hands, feet, eyes, | moves. Explore snow and | are important. | Explore different types | plants and where they | Through this story begin to |
| Science | nose, ears, mouth and | melting. Discover how rainbows are formed. Learn | | of vegetables. Discover | come from. Explore how | explore the idea of global |
| | hair. Discover how our | about the seasonal changes | Forces | different types of fruit. | to look after plants. | warming and endangered |
| Developing | bodies change. Explore | that happen in Spring and | Understand what | Learn about chicken and | | animals. Discuss the |
| Experts | our similarities and how | Summer. Learn about the | happens when you | eggs. Discover that cows | Insects and Invertebrates | affects of our actions on |
| See Rocket | we are all unique. How | seasonal changes that happen | push or pull something. | produce milk. Examine | Learn about insects and | the environment. |
| Words | human's grow and | in Autumn and Winter. | Explore objects that | different ingredients | invertebrates. Discover | |
| | change. Focus on oral | The Senses | sink and float. | and then weigh them to | where insects and | Science skill focus: |
| Forest School | hygiene. | Learn about the senses. | | make a mixture. | invertebrates live. | classifying |
| | Linked Stories: "What | Explore ways to make sounds. | Machines | | Observe them in their | Investigating magnets. |
| | happened to you" By | | Explore different types | Science skill focus: | habitats. Describe what a | Classify objects as |
| | James Catchpole | | of machines and | observing | habitat is. | magnetic or non-magnetic |
| | | | mechanisms. Learn how | Evil Pea has frozen some | | |
| | Animals | | machines make jobs | of our toys how can we | Life Cycle: | Light and Dark |
| | Learn that animals are living things. Discover where | | easier. Discover | get them out? | Butterfly: observe | Learn about different |
| | animals live and what they | | different types of | Observing the | caterpillars in class | types of light sources. |
| | need to survive. Explore | | transport. | frozen Balloons closely. | From Egg to Chicks | Experiment with lenses |
| | where birds live. Learn | | | Talk about melting, | | and creating shadows. |
| | about farm animals. | | Science skill focus: | freezing and changes in | | |
| | | | predicting | materials. Can we speed | | Environmental |
| | Materials | | Friction train. Using | it up or slow it down? | | Awareness |
| | The three little pigs. Why | | ramps test out different | What would happen if? | | Rocket Says Clean Up! |
| | did the house blow | | materials attached to | | | Through this story discuss |
| | down? Which material is | | the ramp (bubbles | Science Week | | the importance of look |
| | best and why? Build a | | wrap, tinfoil) mark how | Selection of experiments chosen with the children | | after our environment. |
| | new house for the three | | far the train travels | chosen with the children | | What do the clean up crew |
| | little pigs. | | each time. Record and evaluate your findings. | | | do and why? |
| I | | | evaluate your illiulings. | | | |
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Working Scientifically EYFS



| Seasonal |
|-------------|
| Changes |
| throughout |
| the year as |
| appropriate |

Biology: Animals including humans - animals

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
 Identify and name a variety of

common

are

animals that

carnivores,

Animals including humans – all about me

 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Chemistry: Exploring everyday Materials 1

- Distinguish
 between an
 object and
 the material
 from which it
 is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Chemistry: Exploring everyday Materials 2

- Distinguish between an object and the material from which it is made
- ldentify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Biology: Plants

name a
variety of
common
and wild and
garden
plants,
including
deciduous
and
evergreen
trees

Identify and

 Identify and describe the basic structure of a variety of common flowering plants,

Seasonal Changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies. Working scientifically





| 2 | herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Biology: Living things and their habitats • Explore and compare the differences 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 | Biology: Living things and their habitats – habitats around the world • Explore and compare the differences 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 | Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Chemistry: Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how | Biology: Plants • Observe and describe how seeds and bulbs turn into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | including trees Biology: Animals, including humans 2 – Life Cycles Notice that animals, including humans, have offspring which grow into adults | Biology: Animals, including humans 1 - Growth • 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 |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | things live in habitats to | most living things live in | cardboard for particular | suitable temperature | | humans of exercise, |



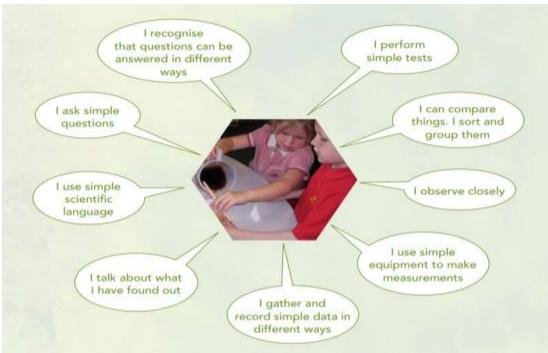


| | eeds of lifferent kinds of animals and plants, | basic needs of different kinds of animals and plants, and | materials can be changed by squashing, | | |
|-------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|--|
| • Id n v | lepend on each other dentify and eame a ariety of olants and unimals in heir habitats, | how they depend on each other Identify and name a variety of plants and animals in their habitats, including | bending, twisting and stretching | | |
| ir n • E c c f | ncluding nicrohabitats Describe how unimals Detain their Dod from Dlants and Other unimals, using | microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, | | | |
| si C ic n C so | ne idea of a simple food shain, and dentify and same share sources of bood | and identify and name different sources of food | | | |





Working Scientifically Key Stage One



| 3/4 | Biology: Living Things and their Habitats | Chemistry: States of Matter | Biology: Animals including humans | Physics: Electricity | Physics: Sound Identify how | Biology: Living Things and their Habitats – |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| | 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 | 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 | 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 | Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, | 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 | Recognise the environments can change and that this can sometime pose dangers to living things. |



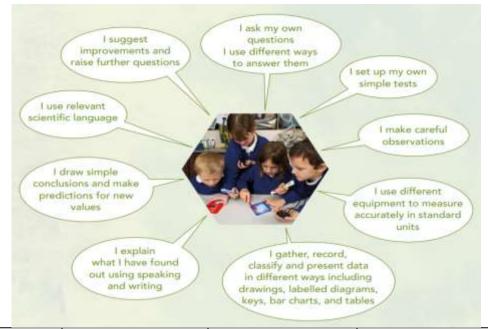


| their local and wider environment | temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | Construct and interpret a variety of food chains, identifying producers, predators and prey | 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 | 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 distance from the sound source increases | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | conductor | | |





Working Scientifically lower Key Stage 2



5/6 Looking after our environment

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

and

Biology: Living Things and their Habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. including microorganisms, plants and animals

Physics: 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

Recognise

that liaht

Physics: Electricity

the
brightness of
a lamp or
the volume
of a buzzer
with the
number and
voltage of
cells used in
the circuit
Compare

Associate

 Compare and give reasons for variations in how components function.

Biology: Animals including Humans

- 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

Biology: 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





| enquiries - including animals based conclusions, causal relationships and explanations of and a degree of plants and sincluding animals based because because loudness of ways in which identical to because loudness | scientific evidence that has been used to support or refute ideas or arguments Using test results to | make predictions to set up further comparative and fair tests | enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments • Using test results to make predictions to set up further comparative | plants and animals based on specific | 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 | bulbs, the loudness of buzzers and the on/off position of switches Use recognised | Describe the ways in which nutrients and water are transported within animals, including | adapted to suit their |
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---------------------------|-----------------------|
| | The facilitying the second of | evidence that has been used to support or refute ideas or arguments • Using test have the same shape as the objects that cast them | trust in results - in oral and written forms such as displays and other presentations | | then to our eyes Use the idea that light travels in straight lines to explain | when representing a simple circuit in a | humans | |





