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| KS1 | Term 1 | Term 2 | Term 3 | Term 4 | Terms 5 & 6 |
| Year  Group | Change For The Better? | What Have they taught Us? | Where Would We Be Without Water? | Healthy Body, Healthy Minds | Our Beautiful World |
| Year 1 | The basic parts of the human body and associated senses  **Animals, including humans**  • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Seasonal Changes  Linked to Geography | What are things made from? Everyday materials and their simple physical properties  **Everyday materials**  • 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. • 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. | Identifying and naming common flowering plants and trees and their basic structures  **Plants**  • 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.  Seasonal Changes  Linked to Geography | What are the basic needs of animals, including humans, for survival (water, food, air)?  Year 2 curriculum  **Animals, including humans**  • 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). | Common animals including fish, amphibians, reptiles, birds and mammals and their structure  **Animals, including humans**  • 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).  Seasonal Changes  Linked to Geography |
| Year 2 | The basic parts of the human body and associated senses  **Animals, including humans**  Keeping clean and hygienic | The suitability of everyday materials for their particular uses  What did Charles Macintosh do?  **Uses of everyday 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 the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching**.** | **How do seeds and bulbs grow into mature plants?**  **How do plants need water, light and a suitable temperature to grow and stay healthy?**  **Plants**  • 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. | Why do we need the right amount of exercise and need to eat the right amounts of different types of food?    **Animals, including humans**  • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | What is the difference between things that are living, dead and things that have never been alive?  How are living things suited to their habitats? How do different habitats, including micro-habitats, provide for the basic needs of different plants and animals?  **Living things and their habitat**  • 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 and describe how different habitats provide for 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  What are carnivores, herbivores, and omnivores? What is a simple food chain?  **Living things and their habitat**  • 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 |

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| LKS2 | Term 1 | Term 2 | Term 3 | Term 4 | Terms 5 & 6 |
|  | Change For The Better? | What Have they taught Us? | Where Would We Be Without Water? | Healthy Body, Healthy Minds | Our Beautiful World |
| Year 3 | The impact of changing environments on living things  Rocks and fossil formation  What is soil made from?  **Rocks**  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. | What did the Ancient Greek shepherd called Magnes discover?  Forces and magnets – how do things move on different surfaces? How do magnets attract and repel?  **Forces and Magnets**  • 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 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 | The functions of different parts of flowering plants  What do plants need to live and grow, and how does this vary from plant to plant?  How is water transported within plants?  **Plants**  • 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. | How can Usain Bolt move so quickly?  The right types and amounts of nutrition – Animals and humans cannot make their own food; nutrition from what we eat  Skeletons and muscles for support, protection and movement  **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 nutrition from what they eat.  • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Light – we need light in order to see things. Dark is the absence of light  How are shadows formed and changed  Safety in the sun  **Light**  • Recognise that they need light in order to see things, and that 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 an opaque object.  • Find patterns in the way that the size of shadows change.  **Revision**  Life cycle of flowering plants – pollination, seed formation and dispersal |
| Year 4 | Solids, liquids or gases? What happens when things are heated and cooled?  **States of matter**  • 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). | Who was Alexander Graham Bell?  How are sounds made?  How does sound travel to our ears?  **Sound**  • 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 distance from the sound source increases. | The Water Cycle - Evaporation and condensation  **States of matter**  • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | Types and functions of teeth  The human digestive system  Food chains – producers, predators and prey  **Animals, including humans**  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. | Sorting and grouping living things  Use of classification keys to group, identify and name a variety of living things  **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 their local and wider environment.  • Recognise that environments can change and that this can sometimes pose dangers to living things.  Electricity; what uses electricity, simple series circuits, common conductors and insulators  **Electricity**  • 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. |
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| Year 5 | Life cycles of mammals, amphibians, insects and birds  Life process of reproduction in some plants and animals  **Living things and their habitats**  • 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. | What have we learnt from Sir Isaac Newton and his falling apple?  How can levers, pulley’s and gears help us?  **Forces**  • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | What are the effects of air resistance, water resistance and friction?  **Forces**  • 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. | Humans developing to old age  What impact do diet, exercise, drugs and lifestyle have upon the way our bodies function  **Animals, including humans**  • Describe the changes as humans develop to old age. | Earth and Space  Was Copernicus’ view of the solar system correct?  Inspired by Maggie Aderin-Pocock?  **Earth and space**  • 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. |
| Year 6 | Electricity – What happens when you change the components of a circuit?  Using recognised symbols in circuits  **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 a simple circuit in a diagram. | Light – How do the inventions of Percy Shaw work?  What is the relationship between light sources, objects and shadows?  **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 | Properties of everyday materials  Dissolving and recovering substances from a solution  How can mixtures be separated?  Are all changes reversible?  **Properties and changes of materials (Year 5 curriculum)**  • 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 | The main parts of the human circulatory system including the functions of the heart, blood vessels and blood  How are nutrients and water transported within animals including humans  **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 bodies function.  • Describe the ways in which nutrients and water are transported within animals, including humans. | Classification of living things – What is significant about the work of Carl Linnaeus?  Evolution and inheritance - What did Mary Anning discover?  How does adaptation lead to evolution?  **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 environment in different ways and that adaptation may lead to evolution.  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 micro-organisms, plants and animals.  • Give reasons for classifying plants and animals based on specific characteristics. |