Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Animals including Humans –	Animals including Humans –	Everyday materials – explore	Every day materials -explore	Plants – explore what are	Plants explore sorting/
	explore describing and	explore animal structures,	what they're made from, what	why materials are used for	bulbs and what do they	grouping different
	labelling body parts (ones	skin coverings, features.	is it, what materials,	certain purposes, sorting	become when they grow,	plants/parts of plants, plants
	they can/can't), explore	Animal diet, naming animal,	appearance, does the	objects, explore which cloth	names of trees in our area,	and trees changing during
	height of themselves vs a	features of animals,	appearance change, hard or	is most waterproof and	what are deciduous and	the year, main parts of
	partner, which part of the	describing, comparing,	soft, stretchy, stiff, bendy,	which coat is most	evergreen trees, names of	plants and function,
	body we use to	similarities/differences,	floppy, shiny smooth,	waterproof.	plants in our area, are all	Identifying plants and
	see/touch/smell/	sorting animals, where do	waterproof or absorbent.		leaves the same, is a tree a	trees/what skills can we
	hear/taste? What are you	we find animals.			plant, how are plants /trees	use?
	feeling/tasting/smelling?				different to each other.	
	Seasonal changes - changes	Seasonal changes - changes	Seasonal changes - changes to	Seasonal changes -changes	Seasonal changes - changes	Seasonal changes - changes
	in autumn: trees, leaves,	to autumn/winter: trees,	winter: trees, leaves, weather,	to winter/spring: trees,	to Spring: trees, leaves,	to spring/summer: trees,
	weather, plants	leaves, weather, plants	plants	leaves, weather, plants	weather, plants	leaves, weather, plants
	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
	covered throughout the	covered throughout the	covered throughout the year	covered throughout the	covered throughout the	covered throughout the
	year.	year.		year.	year.	year.
2	Animals including humans –	Animals including humans –	Everyday materials – use	Everyday materials –	Living things and their	Plants – explore different
	focus on humans: their basic	focus on animals: their basic	senses to explore different	Investigate how to change	habitats – understand living/	bulbs and seeds similarities
	needs, importance of	needs and how their	materials and compare	the shape of different	non-living/ dead. Why living	and differences. The growing
	exercise and how their	offspring grow into adults.	similarities and differences.	materials. Can you	things need food and	process: length, needs to
	offspring grow into adults.		Explore what types of material	stretch/squash etc. Is the	shelter. Look at different	grow, needs during growth,
			objects are made from.	material flexible/rigid etc.	habitats and micro-habitats.	compare seeds and bulbs
				Explore light and material	Explore food-chains.	differences.
	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
	covered throughout the	covered throughout the	covered throughout the year.	covered throughout the	covered throughout the	covered throughout the
	year.	year.		year.	year.	year.
3	Rocks - explore different	Animals including humans –	Forces/magnets – What's a	Forces/magnets: understand	Plants – explore parts of the	Light – explore sight, sources
	types of rock and: density,	Can animals produce food,	force, explore push/pull,	what a magnet is, poles,	plant: stem, leaves, flowers.	of light, reflection. Uses for
	porosity, usage and	what are nutrients, where	explore when you need both	like/unlike, poles are all	What is pollination, seed	opaque/translucent/
	durability. Explore soil types	are they, effect of them,	movement on different	magnets the same, do	formation, seed spread.	transparent materials.
	and differences and fossil	need for: carbs, water,	surfaces applied to skier, ice	magnets have to touch, does	Look at leaf/root removal,	Explore shadow formation,
	formation.	protein etc. Do all animals	skater etc. How can they use	the magnetic force work	water transportation, parts	size, colour and detail.
		have skeletons,	this to help them?	through water/solid.	of a flowering plant,	Looking at light safely.
		similarities/importance,			conditions of growth.	
		joints and muscles				
		relationship. Size of body				
		part/performance.				
	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
	covered throughout the	covered throughout the	covered throughout the year.	covered throughout the	covered throughout the	covered throughout the
	year.	year.		year.	year.	year.

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4	Animals Including Humans-	Sound – explore sound	Living things and their habitats- explore what is a habitat, what's	Living things and their habitats- explore what is a habitat,	Electricity – sort appliances, similarities and differences,	States of matter explore how
	explore food entering, digestion, where does it go,	production, travel, how we hear, mediums it travels		what's in our local habitat.	explore circuits, making bulbs	do we measure temperature,
	body usage of food, body	through. Explore pitch and	in our local habitat, identification of these, grouping living things:	identification of these, grouping	light up, explore switches,	what is evaporation, condensation, precipitation,
	waste, types of teeth including	volume and if there are	one/two criteria/ yes, no	living things: one/two criteria/	conductors and insulator	how does the water cycle work,
	those used for digestion, in	patterns between these and	classification key. Naming and	yes, no classification key.	materials, explore these in a	can we make ice melt more
	animals and humans, how we	objects. Can we change pitch	comparing local trees and leaves.	Naming and comparing local	circuit, what are wires/switches	slowly/quickly?
	look after them, types of	and volume? Does distance	Environmental change and	trees and leaves. Environmental	made out of and problem	Slowly/ quickly:
	toothpaste, teeth damage. Food	affect sound.	problems resulting. What	change and problems resulting.	solving.	
	chains especially start,	arrect sourid.	solutions do we have?	What solutions do we have?	30111119.	
	predator, producer, prey can					
	you only be one of these?					
	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered
	throughout the year.	throughout the year.	throughout the year.	throughout the year.	throughout the year.	throughout the year.
5	Animals including humans –	Forces – do all forces do the	Earth and Space – explore the	Earth and Space – explore and	Living things and their habitats	Properties and changes of
	explore life cycles – human and	same thing, gravity, investigate	sun as a star, the solar system	understand what an axis is,	 explore lifecycle of: mammals, 	materials – explore differences
	other mammals, main stages	unsupported objects, contact	including what is it, the number	what happens while the earth	amphibians, insects, birds, what	in materials, thermal and
	and compare them,	forces, what's a mechanism,	of planets, the names of the	spins. Investigate shapes of:	makes these successful, how	electrical conductivity? Explore
	dependency of humans. How	how does it affect forces –	planets, distance from each	sun, moon and earth. Explore	does the human life cycle	mixture, solution, dissolving,
	do girls/boys become	pulleys, leavers gears. Explore	other, different sizes. Investigate	the phases of the moon and	compare, how are humans	sediments, separation. Look at
	women/men, what is puberty,	friction, air /water resistance,	how the earth orbits the sun, and	explore show shadows are	helping endangered animals	change of state. Reversible and
	what are the changes, how is it	when might you want high/low.	the moon orbits the earth and	made linked to sundials	complete these lifecycles.	irreversible changes. Choosing
	different for boys and girl.	How do we measure forces, is	resulting changes. and sundials.		flowering plant reproduction,	materials.
	Importance of activity especially	gravity the same on the moon			are all flowers similar? Explore	
	as humans age.				plant (seed), amphibian,	
					mammals, birds and insect's	
					reproduction.	
	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered
_	throughout the year.	throughout the year.	throughout the year.	throughout the year.	throughout the year.	throughout the year.
6	Evolution and inheritance -	Electricity- explore circuit	Living things and their habitats –	Living things and their habitats	Animals including humans -	Light – explore light travel,
	explore offspring are they	operation, symbols and why	explore characteristics or plants	– explore characteristics or	How does the circulatory	sight, light sources, reflection,
	identical? Look at characteristic of plants/animals and their	they're used. Explore adding more cells to a complete circuit,	and animals, producer/consumer, classification of animals:	plants and animals, producer/consumer,	system work with the digestive system? Size and shapes of	shadow creation, shadow depth, shadow and object
	habitats, effect of environment	cells with a higher voltage,	vertebrates and invertebrates,	classification of animals:	hearts, pulse rate, changes.	shape correlation, distance
	changes, look at new species	more bulbs/buzzers/ motors to	then the characteristics or each	vertebrates and invertebrates,	Lifestyle: healthy, diet, exercise,	between object and impact on
	and evolution, how have	a circuit, switch off/open, size	of these. Microorganisms.	then the characteristics or each	drugs and their impact on the	shadow, periscopes and water
	animals evolved, existence of	of a battery. Circuits used to	Classification of plants and the	of these. Microorganisms.	way our bodies function e.g.	effects on shadows.
	living things from long ago,	solve a problem (a burglar	characteristics of these. Carl Linus	Classification of plants and the	diabetes. Explore our bodies,	c. cas di silado i si
	evidence of dinosaurs. Artificial	alarm/ a dim light etc.).	classification systems	characteristics of these. Carl	impact of exercise, the	
	breeding.	Difference and effect of a	, , , , , , , , , , , , , , , , , , , ,	Linus classification systems	circulatory system, function of	
	ŭ	parallel and series circuit?			the heart, blood vessels, blood	
					and lung. Key organs,	
					transportation of	
					water/nutrients.	
	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered	Working Scientifically covered
	throughout the year.	throughout the year.	throughout the year.	throughout the year.	throughout the year.	throughout the year.