



	Autumn 1 All about me	Autumn 2	Spring 1 Winter & Cold Places	Spring 2	Summer 1	Summer 2 Summer & Hot Places						
EYS	Animals including humans How to stay healthy Dental Hygiene Week Body Parts	Living things and their habitats Woodland habitats including animals and hibernation Seasonal changes Autumn walks & Effects of seasonal changes on environment	Living things and their habitats Winter & Cold Places and animals within Polar Regions RSE Week Seasonal changes Winter walks & Effects of seasonal changes on environment	Living things and their habitats Body Parts – People who help us Seasonal changes Spring walks & Effects of seasonal changes on environment	Animals including humans Introduction to lifecycles (butterfly & frog) How to stay healthy Plants Growing plants (beans) & Lifecycle of a plant	Living things and their habitats Hot Places and animals within deserts and rainforest Seasonal changes Summer walks & Effects of seasonal changes on environment						
	Visits to Wildlife and Pond Area Exploring Materials through everyday play Using senses: describe what they can hear, see and feel whilst outside Understanding the natural world through observations of plants and animals, maps and local visits											
	Castles and Fairytales	Toys	Space	Mexico	Explorers	Habitats	Dinosaurs	Fire	Chocolate	Superheroes	Be Wild	Schools from the past
Year 1/2	Everyday materials (Y1 unit) Identifying and grouping every day materials Uses of materials in a castle setting and why materials are used based on their properties <i>Skills focus:</i> Identifying and classifying Investigating/carrying out tests Predicting	Super Science! Working scientifically Range of STEM activities and experiments (based on pupil voice) <i>Skills focus:</i> Use different types of scientific enquiry to gather and record data to answer questions Carrying out simple comparative tests Communicate my ideas, what I do and what I find out in a variety of ways.	Seasonal changes (Y1 unit) Changes across the 4 seasons Day length varies Weather station – wind direction, rain fall- link with Geography <i>Skills focus:</i> Observing and measuring Using simple equipment Gathering and recording data	Plants (Y2 unit) Growing broad beans and observing changes Plant life cycle What do plants need to grow? Experiment with variables of light, soil and water <i>Skills focus:</i> Asking questions, Observing changes over time Use different types of enquiry to gather and record data to answer questions	Living things and their habitats- ob 1 and 2 (Y2 unit) Living, dead, never alive How plants and animals are suited to their habitats Woodlice experiment (preferred habitat) <i>Skills focus:</i> Asking questions Observing & Measuring Recording data	Living things and their habitats- ob 3 and 4 (Y2 unit) Plants and animals in different habitats Food chains <i>Skills focus:</i> Asking questions, planning and predicting Identifying and classifying	Animals including humans ob 4 (Y1 unit) Identify, name, draw and label parts of the body Senses- including simple experiments <i>Skills focus:</i> Carrying out simple comparative tests Observing & Measuring	Super Science! Range of STEM activities and experiments (based on pupil voice Working scientifically) <i>Skills focus:</i> Asking questions, planning scientific enquiries and predicting Carry out simple tests gathering and recording data Finding things out using secondary sources of information	Animals including humans- ob 1-3 (Y1 unit) Sorting and grouping animals Animal classification Labelling animal parts/describing structure <i>Skills focus:</i> Asking questions, planning and predicting Identifying and classifying	Uses of everyday materials (Y2 unit) Identify and compare suitability of materials and how some materials can be change- superhero experiment for cape, boots and helmet <i>Skills focus:</i> Asking questions, planning and predicting Investigating/carrying out tests Gathering and recording Drawing conclusions Evaluating	Animals including humans (Y2 unit) Animals and their offspring Basic needs of animals for survival Importance of exercise, food and hygiene incl. hygiene experiments (bread, soap and toothpick, glitter) <i>Skills focus:</i> Asking questions, planning and predicting Recording data Identifying & classifying	Plants (Y1 unit) Identifying common plants and trees and classifying e.g. deciduous and evergreen Labelling parts of plants (including trees) <i>Skills focus:</i> Drawing conclusions Evaluating Finding things out using secondary information
Year	Sunny Hunny	Egyptians	Kenya	Inventions	Stone Age to Iron Age	Rainforests	Romans	Rivers and Mountains	Anglo-Saxons and Vikings	Anglo Saxons and Vikings	Magic	USA Far and Away

	Plants (Y3 unit) Gathering and recording, drawing conclusions, noticing patterns and presenting findings Evaluating	Light (Y3 unit) Gathering and recording, drawing conclusions, noticing patterns and presenting findings Evaluating	Animals including humans (Y4 unit) Investigating/ carrying out tasks Observing and measuring	Continuation of Animals including humans (Y4 unit) + Evaluating	Electricity (Y4 unit) Asking questions, planning, using scientific evidence/ secondary sources	Living things and their habitats (Y4 unit) Identifying and classifying	Animals including humans (Y3 unit) Using scientific evidence and secondary sources of information	Rocks (Y3 unit) Observing and measuring Identifying and classifying	Sound (Y4 unit) Drawing conclusions, noticing patterns and presenting findings	Continuation of Sound Unit.	Forces and magnets (Y3 unit) Planning and predicting	States of matter (Y4 unit) Gathering and recording data, Observing and measuring
	Autumn Term A Passage to India		Spring Term Ancient Greece		Summer Term Europe		Autumn Term Fighting for Freedom		Spring Term Tomorrow's World		Summer Term Golden Age of Islam	
Year 5/6	Light (Y6 unit) Evaluating	Earth and space (Y5 unit) Using scientific evidence and secondary sources of information	Evolution and inheritance (Y6 unit) Using scientific evidence and secondary sources of information	Evolution and inheritance cont. (Y6 unit)	Living things and their habitats (Y5 unit) Drawing conclusions, noticing patterns and presenting findings	Living things and their habitats (Y6 unit) Identifying and classifying	Forces (Y5 unit) Asking questions, planning scientific enquiries and predicting	Electricity (Y6 unit) Investigating/carrying out tests Gathering and recording data NC: Recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs.	Properties and changes of materials (Y5 unit) Observing and measuring Gathering and recording data NC: Recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs.	Properties and changes of materials (Y5 unit) cont. Drawing conclusions, noticing patterns and presenting findings	Animals including humans (Y5 and Y6 units) Gathering and recording data Using scientific evidence and secondary sources of information	Animals including humans (Y5 and Y6 units) cont. Asking questions, planning scientific enquiries and predicting