

























	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Rocks and fossils</b> 	<b>States of matter</b> 	<b>Living things and their habitats- life cycles and reproduction</b> 	<b>Light</b> 
	1.1 What are rocks?	1.1 Grouping materials	1.1 Plant reproduction	1.1 UV light
	1.2 Pebble in my pocket - <b>Reading lesson</b>	1.2 Particles creating states of matter	1.2 Plant dissection	1.2 UV light investigation
	2.1 Classifying rocks	2.1 Properties investigation	2.1 Asexual reproduction in plants	2.1 Light travels in straight lines
	2.2 Classifying rocks	2.2 Properties investigation	2.2 Plant investigation	2.2 Light travels in straight lines
	3.1 Origins of rocks	3.1 Observe how states can change	3.1 Life cycles of insects and amphibians	3.1 How do we see objects? Reflection
	3.2 Creating fossils	3.2 Understand how states change	3.2 Life cycles of insects and amphibians	3.2 How do we see objects? Refraction
	4.1 What is rock used for?	4.1 Properties investigation	4.1 The life cycle of birds	4.1 Reflection
	4.2 Rock detectives	4.2 States of water	4.2 The life cycle of birds	4.2 Reflection - <b>Reading lesson</b>
	5.1 Investigation into rock hardness	5.1 Evaporation	5.1 Explore the life cycle of a mammal	5.1 Redirecting light beams
	5.2 Investigation into rock hardness	5.2 Observe and measure changes	5.2 Explore the life cycle of a mammal	5.2 Redirecting light beams
	6.1 Permeability of rocks	6.1 Water cycle – <b>Reading lesson</b>	6.1 Lifecycle of a dragonfly- <b>Reading lesson</b>	6.1 Shadow puppets – create puppets
	6.2 Investigation	6.2 Water cycle – writing lesson	6.2 Comparing lifecycles	6.2 Shadow puppets – write play
	7.1 What is a fossil?	7.1 States of matter reasoning lesson	7.1 Life Cycles reasoning lesson	7.1 Shadow puppet performance
7.2 Make a fossil	7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	
Autumn 2	<b>Rocks and fossils</b> 	<b>Sound</b> 	<b>Animals including humans-human stages of growth</b> 	<b>Electricity</b> 
	1.1 How are fossils formed?	1.1 Recognise sources of sound	1.1 The human life cycle	1.1 Circuit symbols
	1.2 How are fossils formed?	1.2 Sound survey	1.2 The human life cycle	1.2 Simple circuits
	2.1 Fossils	2.1 Pitch of sound	2.1 The stages of human development	2.1 Voltage
	2.2 Fossils	2.2 Pitch changes	2.2 The stages of human development	2.2 Voltage investigation
	3.1 Mary Anning - <b>Reading lesson</b>	3.1 Volume of sound	3.1 Foetal development	3.1 Resistance in components
	3.2 Mary Anning	3.2 How we hear sound	3.2 Evaluate data – maths link	3.2 Resistance in components
	4.1 How is soil formed?	4.1 Sound waves – <b>Reading lesson</b>	4.1 Milestones in baby & child development	4.1 Plan and design electrical board game
	4.2 Soil detectives	4.2 Sound Waves	4.2 Milestones in baby & child development	4.2 Create an electrical board game
	5.1 Settled and unsettled soil	5.1 Explain how sound travels	5.1 Getting older? - <b>Reading lesson</b>	5.1 Create an electrical board game
	5.2 Investigation	5.2 Explain how sound travels	5.2 What happens as you get older?	5.2 Evaluate and present the board game
	6.1 Soil drainage investigation	6.1 Ear protection investigation	6.1 To understand gestation periods	6.1 Alternative energy sources
	6.2 Soil drainage investigation	6.2 Ear protection investigation	6.2 Data analysis and conclusion gathering	6.2 Alternative energy sources
	7.1 Rocks reasoning lesson	7.1 Sound reasoning lesson	7.1 Birth to old age - presentation	7.1 Nikola Tesla- <b>Reading Lesson</b>
7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	

	Year 3	Year 4	Year 5	Year 6
Spring 1	<b>Animals including humans – nutrition and movement</b> 	<b>Electricity</b> 	<b>Forces</b> 	<b>Evolution and inheritance</b> 
	1.1 How do humans get nutrition?	1.1 Electrical appliances	1.1 Gravity	1.1 Living things are not always identical
	1.2 Food pyramids	1.2 Where does electricity come from?	1.2 Sir Isaac Newton - <b>Reading lesson</b>	1.2 Humans can vary from each other
	2.1 Balanced diet - <b>Reading lesson</b>	2.1 The dangers of electricity	2.1 Air resistance	2.1 Inherited traits
	2.2 What does a healthy plate look like?	2.2 Create a simple circuit	2.2 Air resistance investigation	2.2 Camouflage and survival
	3.1 A healthy diet in animals	3.1 Circuit building problem solving	3.1 Water resistance	3.1 How did the giraffe adapt over time?
	3.2 A healthy diet in animals	3.2 Benjamin Franklin - <b>Reading lesson</b>	3.2 Water resistance investigation	3.2 Peppered moth
	4.1 Why do we have bones?	4.1 Switches	4.1 Friction	4.1 Peppered moth – <b>Reading lesson</b>
	4.2 What bones do humans have?	4.2 Switches	4.2 Analyse and draw conclusions from data	4.2 Fossils
	5.1 Skeletons	5.1 Conductors and insulators	5.1 Simple mechanisms- pulleys	5.1 Fossils –Tikkalik
	5.2 Vitruvian man investigation	5.2 Conductors and insulators	5.2 Simple mechanisms- levers/ catapults	5.2 Human evolution
	6.1 Muscles	6.1 What is electricity?- presentation	6.1 Simple mechanisms- gears	6.1 Consolidation
	6.2 Muscles	6.2 What is electricity?- presentation	6.2 Simple mechanisms	6.2 The Mollybird – inheritance
	7.1 Nutrition and movement	7.1 Renewable energy - <b>Reading lesson</b>	7.1 Simple mechanisms	7.1 The Mollybird – camouflage
7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	
Spring 2	<b>Forces</b> 	<b>Animals including humans- teeth</b> 	<b>Properties of materials</b> 	<b>Living things and their habitats- classification</b> 
	1.1 Forces in the classroom	1.1 The digestive system and the mouth	1.1 How scientists create new materials - <b>Reading lesson</b>	1.1 What is classification?
	1.2 Identifying forces	1.2 Ingestion	1.2 How do scientists create new materials?	1.2 Classification keys- sweetie sort
	2.1 Magnets	2.1 Why do we have teeth?	2.1 Explore materials	2.1 Living things classification groups
	2.2 Magnets investigation	2.2 Different types of teeth	2.2 Identify properties of materials	2.2 Organisms similar traits
	3.1 Explore magnetic poles	3.1 The importance of looking after teeth	3.1 Classifying materials based on properties	3.1 Classification of plants
	3.2 Create a magnetic compass	3.2 The importance of looking after teeth	3.2 Classifying materials based on properties	3.2 Classification of plants
	4.1 Classify materials based on magnetism	4.1 Plan & explore effects of sugar on teeth	4.1The most absorbent paper towel?	4.1 Carl Linnaeus - <b>Reading lesson</b>
	4.2 Are all metals magnetic?	4.2 The narwhal tooth - <b>Reading lesson</b>	4.2 The most absorbent paper towel?	4.2 The importance of Carl Linnaeus
	5.1 Magnet strength investigation	5.1 Investigate toothpaste	5.1 Electrical conductors	5.1 Micro organisms
	5.2 Magnet strength investigation	5.2 Conclusion of sugar investigation	5.2 Electrical conductors	5.2 Mould investigation
	6.1 Compare movements on surfaces	6.1 Different animals eat different foods	6.1 Thermal insulators and conductors	6.1 Classifying organisms
	6.2 Investigation	6.2 Different animal diets	6.2 Thermal insulators and conductors	6. Classifying organisms
	7.1 Maglev trains - <b>Reading lesson</b>	7.1 Teeth reasoning lesson	7.1 Which tape is the stickiest?	7.1 Animalia – Classifying new organisms
7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	

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Summer 1	<b>Plants</b> 	<b>Animals including humans- the digestive system</b> 	<b>Changes of materials</b> 	<b>Animals including humans- the circulatory system</b> 
	1.1 Key parts of a plant	1.1 What digestion is	1.1 Soluble and insoluble materials	1.1 The human circulatory system
	1.2 Key parts of a plant	1.2 Why digestion is needed	1.2 Investigation	1.2 The heart
	2.1 What do plants need to germinate?	2.1 Oesophagus investigation	2.1 Dissolving investigation	2.1 The functions of blood
	2.2 Germination investigation	2.2 Oesophagus explanation	2.2 Investigation	2.2 What is blood?
	3.1 The function of the leaf	3.1 Stomach investigation	3.1 Reversible changes	3.1 What is blood?
	3.2 The function of the leaf	3.2 Stomach explanation	3.2 Reversible changes	3.2 Blood vessels
	4.1 The function of roots	4.1 Small intestine	4.1 Irreversible changes	4.1 What happens to water in our body?
	4.2 Grass or weeds - <b>Reading lesson</b>	4.2 Large intestine	4.2 Irreversible changes	4.2 What happens to water in our body?
	5.1 Water transportation in plants	5.1 Complete digestive process	5.1 Impact of bicarbonate of soda & vinegar	5.1 Water presentation
	5.2 Water transportation in plants	5.2 Ruminant digestion – <b>Reading lesson</b>	5.2 Impact of bicarbonate of soda	5.2 Circulatory system body wheel
	6.1 The plant life cycle	6.1 Animal digestion comparisons	6.1 Burning	6.1 Heart rate headstands
	6.2 The plant life cycle	6.2 Food Chains	6.2 Burning	6.2 Heart rate headstands
	7.1 Observations over time – conclusions and findings	7.1 Food chains	7.1 John McAdam road surfaces - <b>Reading lesson</b>	7.1 Effects of exercise – Endorphins
7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	
Summer 2	<b>Light</b> 	<b>Living things and their habitats- environmental changes and classification</b> 	<b>Space</b> 	<b>Animals including humans- a healthy lifestyle</b> 
	1.1 Light sources	1.1 4 basic needs of living things	1.1 Spherical bodies	1.1 Impact of diet and exercise
	1.2 Light sources	1.2 MRS GREN features of living organisms	1.2 Spherical bodies	1.2 Benefits of walking
	2.1 Eye safety in the sun- UV investigation	2.1 Grouping organisms – venns and tables	2.1 The Solar System	2.1 Healthy eating
	2.2 Sun safety - <b>Reading lesson</b>	2.2 Flow chart and classification key	2.2 The Solar System	2.2 How do we know if something is healthy?
	3.1 How does light travel?	3.1 Vertebrates and invertebrates	3.1 The Sun's size in relation to other planets	3.1 Pulse Rates
	3.2 How does light travel?	3.2 Invertebrates and plants in the local area	3.2 The Sun's size in relation to other planets	3.2 Pulse rates- write up
	4.1 Light can be reflected on some surfaces	4.1 Invertebrate and plant hunt in local area	4.1 Day and night	4.1 Heart rate investigation
	4.2 Investigation conclusion	4.2 Minibeasts in Australia – <b>Reading lesson</b>	4.2 Day and night- maths link data	4.2 Heart rate investigation
	5.1 How are shadows formed?	5.1 Characteristics of living things	5.1 The Moon	5.1 Long term impacts of exercise
	5.2 Shadow art	5.2 Create a classification key	5.2 The Moon	5.2 Effects of drug use – NHS <b>Reading lesson</b>
	6.1 How shadows change during the day	6.1 Changes to the environment	6.1 Planets - <b>Reading lesson</b>	6.1 How can we stay fit and healthy?
	6.2 Results of investigation	6.2 Endangered Species	6.2 ISS Research project	6.2 What would happen if the average life span of a human increased?
	7.1 Shadow puppets theatre	7.1 Endangered Species	7.1 ISS Research project presentation	7.1 Benefits of walking results
7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	7.2 End of topic assessment	