






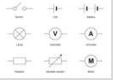


















	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Rocks and fossils</b> 	<b>States of matter</b> 	<b>Living things and their habitats- life cycles and reproduction</b> 	<b>Light</b> 
	1.1 To identify rocks	1.1 Grouping materials	1.1 Plant reproduction	1.1 To describe sources of light
	1.2 To identify properties of rocks	1.2 Particles creating states of matter	1.2 Plant dissection	1.2 To understand the effects of ultraviolet light
	2.1 Classifying rocks	2.1 Properties investigation	2.1 Asexual reproduction in plants	2.1 To understand the effects of ultraviolet light
	2.2 Pebble in my pocket - <b>Reading lesson</b>	2.2 Properties investigation	2.2 Plant investigation	2.2 To explain how light travels
	3.1 Lifecycle of rocks	3.1 Observe how states can change	3.1 Life cycles of insects and amphibians	3.1 To explain how we see things
	3.2 To know how each rock type is formed	3.2 Understand how states change	3.2 Life cycles of insects and amphibians	3.2 To investigate the properties of light
	4.1 What is rock used for?	4.1 Properties investigation	4.1 The life cycle of birds	4.1 To investigate the properties of light
	4.2 What is rock used for?	4.2 States of water	4.2 The life cycle of birds	4.2 To investigate shadows
	5.1 Investigation into rock hardness	5.1 Evaporation	5.1 Explore the life cycle of a mammal	5.1 To investigate shadows
	5.2 Investigation into rock hardness	5.2 Observe and measure changes	5.2 Explore the life cycle of a mammal	5.2 To investigate shadows
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 To present data in a graph	
6.2 Permeability of rocks	6.2 Water cycle – writing lesson	6.2 Comparing lifecycles	6.2 To create a shadow puppet theatre	
Autumn 2	<b>Rocks and fossils</b> 	<b>Sound</b> 	<b>Animals including humans-human stages of growth</b> 	<b>Electricity</b> 
	1.1 To describe soil	1.1 Recognise sources of sound	1.1 The human life cycle	1.1 To explain static electricity
	1.2 To observe soil	1.2 Sound survey	1.2 The human life cycle	1.2 To retrieve information about a scientist
	2.1 To compare settled and unsettled soil	2.1 Pitch of sound	2.1 The stages of human development	2.1 To create series circuits
	2.2 To compare settled and unsettled soil	2.2 Pitch changes	2.2 The stages of human development	2.2 To draw circuit diagrams
	3.1 To discover what fossils are	3.1 Volume of sound	3.1 Evaluate data – maths link	3.1 To analyse series circuits
	3.2 To understand there are different types of soil	3.2 How we hear sound	3.2 Milestones in baby & child development	3.2 To investigate resistance
	4.1 To identify fossils	4.1 Explain how sound travels	4.1 Milestones in baby & child development	4.1 To investigate resistance
	4.2 To understand how fossils are made	4.2 Explain how sound travels	4.1 Getting older? - <b>Reading lesson</b>	4.2 To investigate resistance
	5.1 To make a fossil	5.1 Ear protection investigation	5.1 What happens as you get older?	5.1 To investigate conductors and insulators
	5.2 To discover the importance of Mary Anning <b>Reading</b>	5.2 Ear protection investigation	5.2 To understand gestation periods	5.2 To understand how electricity is distributed
6.1 Dinosaur workshop	6.1 Sound reasoning lesson	6.1 Data analysis and conclusion gathering	6.1 To understand the importance of renewable energy	

	Year 3	Year 4	Year 5	Year 6
	6.2 To create a science quiz	6.2 To create a sound factfile	6.2 Birth to old age - presentation	6.2 To show what I know about electricity
Spring 1	<b>Animals including humans – nutrition and movement</b> 	<b>Electricity</b> 	<b>Forces</b> 	<b>Evolution and inheritance</b> 
	1.1 To identify portions of fruit and sugar in food	1.1 Electrical appliances	1.1 Gravity	1.1 To describe inherited and acquired traits
	1.2 To know that humans get nutrition from what they eat	1.2 Where does electricity come from?	1.2 Sir Isaac Newton - <b>Reading lesson</b>	1.2 To show inherited traits
	2.1 To know that humans get nutrition from food	2.1 The dangers of electricity	2.1 Air resistance	2.1 To explain why camouflage is important to survival
	2.2 To understand the importance of a balanced diet	2.2 Create a simple circuit	2.2 Air resistance investigation	2.2 To recognise that living things have changed over time.
	3.1 To understand how animals get and maintain a balanced diet - <b>Reading lesson</b>	3.1 Circuit building problem solving	3.1 Water resistance	3.1 To recognise that living things have changed over time
	3.2 To explore the human skeleton	4.1 Switches	3.2 Water resistance investigation	3.2 To understand natural selection
	4.1 To identify different types of skeleton	4.2 Switches	4.1 Friction	4.1 To understand the work of a famous naturalist
	4.2 To understand why we have muscles	5.1 Conductors and insulators	4.2 Analyse and draw conclusions from data	4.2 To understand how adaptations help animals survive
	5.1 To understand why we need exercise	5.2 Conductors and insulators	5.1 Simple mechanisms- pulleys	5.1 To understand how Darwin discovered evolution
	5.2 To present advice to Sam	6.1 What is electricity?- presentation	5.2 Simple mechanisms- levers/ catapults	5.2 To describe human evolution
	6.1 Assessment	6.2 What is electricity?- presentation	6.1 Simple mechanisms- gears	6.1 To show what I've learnt about inheritance and evolution
6.2 Assessment	7.1 Renewable energy - <b>Reading lesson</b>	6.2 Simple mechanisms	6.2 To show what I've learnt about inheritance and evolution	
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 To understand that some forces need contact between two objects	1.1 The digestive system and the mouth	1.1 How scientists create new materials - <b>Reading lesson</b>	1.1 To understand the seven life processes
	1.2 To understand that some forces need contact between two objects	1.2 Ingestion	1.2 How do scientists create new materials?	1.2 To classify using keys
	2.1 To compare how objects move on different surfaces	2.1 Why do we have teeth?	2.1 Explore materials	2.1 To classify vertebrates
	2.2 To compare how objects move on different surfaces	2.2 Different types of teeth	2.3 Identify properties of materials	2.4 To classify invertebrates

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	3.1 To understand that magnet forces can act from a distance	3.1 The importance of looking after teeth	3.1 Classifying materials based on properties	3.1 To understand insect classification
	3.2 To understand that magnet forces can act from a distance	3.2 The importance of looking after teeth	3.3 Classifying materials based on properties	3.2 To classify plants
	4.1 Magnetic poles	4.1 Plan & explore effects of sugar on teeth	4.1 The most absorbent paper towel?	4.2 To understand the work of an important scientist
	4.2 Materials based on magnetism	4.2 The narwhal tooth - <b>Reading lesson</b>	4.2 The most absorbent paper towel?	3.4 To explore the effects of microorganisms
	5.1 Are all metals magnetic	5.1 Investigate toothpaste	5.1 Electrical conductors	4.3 To collect and classify living things
	5.2 Strength of magnets	5.2 Conclusion of sugar investigation	a. Electrical conductors	4.4 To classify a living thing
	6.1 To design a magnetic game	6.1 Different animals eat different foods	6.1 Thermal insulators and conductors	6.1. To show what I've learnt about classification
	6.2 To make the magnetic game	6.2 Different animal diets	6.2 Thermal insulators and conductors	6.2 To show what I've learnt about classification

	Year 3	Year 4	Year 5	Year 6
	<b>Plants</b> 	<b>Animals including humans- the digestive system</b> 	<b>Changes of materials</b> 	<b>Animals including humans- the circulatory system</b> 
Summer 1	1.1 Parts of a plant	1.1 What digestion is	1.1 Soluble and insoluble materials	1.1 To describe how the human circulatory system works
	1.2 Functions of a plant	1.2 Why digestion is needed	1.2 Investigation	1.2 To describe the parts of the heart
	2.1 To understand why plants, have roots	2.1 Oesophagus investigation	2.1 Dissolving investigation	2.1 To describe the blood vessels
	2.2 To understand the role of leaves.	2.2 Oesophagus explanation	2.2 Investigation	2.2 To identify the contents of blood
	3.1 To understand the role of the stem.	3.1 Stomach investigation	3.1 Reversible changes	3.1 To summarise the circulatory system
	3.2 To explore what seeds, need to germinate.	3.2 Stomach explanation	3.2 Reversible changes	3.2 To explore the work of an important scientist
	4.1 To explore what seeds, need to germinate.	4.1 Small intestine	4.1 Irreversible changes	4.1 To understand the importance of hydration
	4.2 To know how seeds are dispersed.	4.2 Large intestine	4.2 Irreversible changes	4.2 To understand how nutrients are transported in the body
	5.1 Pollination	5.1 Complete digestive process	5.1 Impact of bicarbonate of soda & vinegar	5.1 To show my understanding of the circulatory system

	5.2 Lifecycle of a plant	5.2 Ruminant digestion – <b>Reading lesson</b>	5.2 Impact of bicarbonate of soda	5.2 To show my understanding of the circulatory system
	6.1 To understand why plants, have roots	6.1 Animal digestion comparisons	6.1 Burning	
	6.2 To understand the role of leaves.	6.2 Food Chains	6.2 Burning	
	<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> 
Summer 2	1.1 To identify sources of light	1.1 4 basic needs of living things	1.1 Spherical bodies	1.1 To explain the function of water in the body.
	1.2 To understand that light is needed to see and dark is the absence of light	1.2 MRS GREN features of living organisms	1.2 Spherical bodies	1.3 To understand nutrition information
	2.1 To understand how light travels	2.1 Grouping organisms – venns and tables	2.1 The Solar System	2.1 To analyse nutrition information
	2.2 To understand that light is reflected from surfaces	2.2 Flow chart and classification key	2.2 The Solar System	2.2 To judge the healthiness of snacks
	3.1 To understand the importance of eye safety – <b>reading lesson</b>	3.1 Vertebrates and invertebrates	3.1 The Sun’s size in relation to other planets	3.1 To investigate the impact of exercise on heartrate
	3.2 To understand that light is reflected from surfaces	3.2 Invertebrates and plants in the local area	3.2 The Sun’s size in relation to other planets	3.3 To investigate the effects of drugs
	4.1 To understand that light is reflected from surfaces	4.1 Invertebrate and plant hunt in local area	4.1 Day and night	4.1 To investigate the effects of exercise on the brain
	4.2 To understand how a shadow is formed.	4.2 Minibeasts in Australia – <b>Reading lesson</b>	4.2 Day and night- maths link data	4.2 To investigate the effects of exercise on the brain
	5.1 To observe how shadows change.	5.1 Characteristics of living things	5.1 The Moon	5.1 To investigate the effects of exercise on the brain
	5.2 To observe how shadows change	5.2 Create a classification key	5.2 The Moon	5.2 To investigate the effects of exercise on the brain
	6.1 To understand how shadows are formed and how they change	6.1 Changes to the environment	6.1 Planets - <b>Reading lesson</b>	6.1 To show what I know about healthy living
	6.2 To understand how shadows are formed and how they change	6.2 Endangered Species	6.2 ISS Research project	6.2 To show what I know about healthy living