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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	**If you go down to the woods today?**	**Crumbs! What's on Fire?**	**Space Explorers!**	**Our World**	**What grows in my garden?**	**Amazing Creatures**
	• Shows care and concern for living things and the environment	• Talks about why things happen and how things work	• Can talk about some of the things they have observed such as plants, animals, natural and found objects • Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world • Developing an understanding of growth, decay and changes over time • Looks closely at similarities, differences, patterns and change	• Can talk about some of the things they have observed such as plants, animals, natural and found objects • Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about the features of their immediate environment and how environments might vary from one to another. • Developing an understanding of growth, decay and changes over time • Looks closely at similarities, differences, patterns and change	• Know about similarities and differences in relation to living things • Can talk about the features of their own immediate environment and how environments might vary from one another • Can make observations of animals and plants and explain why some things occur, and talk about changes • Developing an understanding of growth, decay and changes over time • Looks closely at similarities, differences, patterns and change	• Know about similarities and differences between themselves and others, and among families, communities and traditions • Know about similarities and differences in relation to places, objects, materials and living things • Can talk about the features of their own immediate environment and how environments might vary from one another • Can make observations of animals and plants and explain why some things occur, and talk about changes
Year 1 National Curriculum	**Animal Picnic & Black History Month**	**Woodland adventure**	**Litter Detectives**	**An African Village**	**Black Rock's Tower**	**Moving Toys**
	Animals (variety of animals from range of habitats, food chains and where they live - sorting) • identify and name a variety of common animals including fish, amphibians, retiles, 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) • identify, name, draw and label the basic parts of the human	**Animals and plants (woodland habitat)** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (minibeasts and woodland animal focus) • 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 • observe changes across the four seasons,			**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 (strength) • compare and group together a variety of everyday materials on the basis of their simple physical properties	**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

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	body and say which part of the body is associated with each sense	• observe and describe weather associated with the seasons and how day length varies				
Year 1 Skills	• Observing closely using simple equipment • Asking simple questions and recognising that they can be answered in different ways • Identifying and classifying • Use their observations and ideas to suggest answers to questions	• Observing closely using simple equipment • Performing simple tests • Asking simple questions and recognising that they can be answered in different ways • Identifying and classifying • Gathering and recording data to help in answering questions • Use their observations and ideas to suggest answers to questions			• Observing closely using simple equipment • Performing simple tests • Identifying and classifying • Use their observations and ideas to suggest answers to questions	• Observing closely using simple equipment • Identifying and classifying
Year 2 National Curriculum	**What impact can I have on my world? & Black History Month**	**Fairy Tale Garden**	**Rainforest Adventure**	**Great Fire of London**	**What is it like at the seaside?**	**Brunel's Bristol**
	• find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**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. • identify and name a variety of plants and animals in their habitats, including microhabitats (local area fieldwork) • explore and compare the differences between things that are living, dead, and things that have never been alive	**Animals and habitats** • 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 • 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitats			**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 squishing, bending, twisting and stretching

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			• Notice that animals, including humans, have offspring which grow into adults			
Year 2 Skills	• Observing closely using simple equipment • Performing simple tests • Asking simple questions and recognising that they can be answered in different ways • Identifying and classifying • Gathering and recording data to help in answering questions • Use their observations and ideas to suggest answers to questions	• Observing closely using simple equipment • Performing simple tests • Asking simple questions and recognising that they can be answered in different ways • Gathering and recording data to help in answering questions • Use their observations and ideas to suggest answers to questions	• Asking simple questions and recognising that they can be answered in different ways • Identifying and classifying • Gathering and recording data to help in answering questions			• Observing closely using simple equipment • Performing simple tests • Asking simple questions and recognising that they can be answered in different ways • Identifying and classifying • Gathering and recording data to help in answering questions • Use their observations and ideas to suggest answers to questions
Year 3 National Curriculum	**Incredible Iron Man & Black History Month**	**Woodland Wonders**	**How does your Garden Grow?**	**Exciting Egypt**	**The Rhythm of the Rain**	**Revolting Romans**
	• 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.	• 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	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (follow on from Y1) • 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 (follow on from Y1) • 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		• To learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. • To identify and group animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. • Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. • Research different food groups and how they keep us healthy and design meals based on what they find out.	• 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.

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Year 3 Skills	• asking relevant questions and using different types of scientific enquiries to answer them • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using straightforward scientific evidence to answer questions or to support their findings.	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	• setting up simple practical enquiries, comparative and fair tests (revisit from T2) • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (revisit from T2) • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		• asking relevant questions and using different types of scientific enquiries to answer them • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables i.e. double bubble map to compare and contrast • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using straightforward scientific evidence to answer questions or to support their findings. • Design and make a healthy snack	• Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. • Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. • Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. • Pupils can raise and answer questions about the way soils are formed.
Year 4 National Curriculum	**Wonderful Whales & Black History Month** • 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	**Good Vibrations (not linked to English)** • 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	**The Battle for the Kingdom** • 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	**Into the Woods** • construct and interpret a variety of food chains, identifying producers, predators and prey • 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	**Global Food**	**Aqua Adventures** • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

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	whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors	• recognise that sounds get fainter as the distance from the sound source increases				
Year 4 Skills	• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. • setting up simple practical enquiries, comparative and fair tests	• setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	• asking relevant questions and using different types of scientific enquiries to answer them • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	• asking relevant questions and using different types of scientific enquiries to answer them • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		• 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

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	Space: The Final Frontier & Black History Month	Running Like Clockwork	Visionary Victorians in Brilliant Bristol	Outrageous Olympians	Survival Adventures	It's a Small World
Year 5 National Curriculum	• 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.	• 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 • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	• 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 bicarbonate of soda.			• describe the life process of reproduction in some plants and animals, including humans • describe the changes as humans develop to old age • 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, including humans
Year 5 Skills	• identifying scientific evidence that has been used to support or refute ideas or arguments. • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and	• carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' • compare materials in order to make a switch in a circuit.			• To develop scientific knowledge and understanding of life cycles of different animals and plants • To ask relevant questions about living things and their habitats • To present data in an appropriate way and read the data collected

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	results, in oral, and written forms • Identifying scientific evidence that has been used to support or refute ideas or arguments	precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graph	• observe and compare the changes that take place, for example, when burning different materials • research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.			• To develop scientific knowledge and understanding of life cycles of different animals and plants • To describe the changes as humans develop to old age • To ask relevant questions about living things and their habitats • To present data in an appropriate way and read the data collected
Year 6 National Curriculum	**Ancient Civilisation: Stone Age to Iron Age & Black History Month**	**Mind, Body & Soul**	**Blitz, Blackout & Beyond**	**Benin: Beauty and Bravery**	**Out in the cold**	**Darwin's Discoveries**
	• 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.	• 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	• 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.		• 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.	• 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. • Plan different types of enquiries to answer questions • Record data and results using scientific diagrams, tables and graphs
Year 6 Skills	• observe and compare characteristics of living tings • sort and group animals and plans using observable features • use and create classification keys • identify a range of animals and plants from different habitats	• Build on knowledge of main body parts and internal organs (skeletal, muscular, digestive systems). • Explore the circulatory system and its role in body function. • Learn how to maintain a healthy body. • Identify potential harms from drugs and other substances.	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate		• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision,	• explain how fossils provide evidence of life in the past • compare fossils with living organisms to identify changes over time • identify inherited characteristics and variation within species • explain how offspring are similar to, but not identical to their parents

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	• recognise similarities and differences between living tings • know that living things can be grouped into categories such as vertebrates, invertebrates, mammals, birds, fish etc	• Investigate the impact of diet, exercise, drugs, and lifestyle on health. Explore scientific research and the work of scientists related to health and well-being.			taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	• describe how plans and animals area adapted to their environments • compare adaptions in different habitats, including extreme environments • explain how adaptations can improve survival and reproduction • understand that adaption over many generations can lead to evolution • use evidence to support explanations • record, interpret and present scientific findings • evaluate scientific evidence and draw conclusions