				EYFS			
Autumn 1	Heavy/Light To explore pouring water through pipes. How can you get the water through? Exceeding: To use different sized scoops to pour water?	To explore pouring sand using different containers e.g. teapots into cups. Exceeding: To look at using wet and dry sand. What happens?	To explore different objects and their textures. What does it feel like? To explore spaghetti and look at the changes in texture as it dries.	To describe autumn finding and children guess what the autumn finding is.	To use autumn feely bag. Can you guess what is inside? How does it feel? Etc.	To describe leaves- colour, texture, shape.	
Autumn 2	Spot- Materials/Mirrors and torches. Discovery Area- Light and Dark exploration. To explore different light sources. Does the light change colour? What lights up?	To have balloons and scoops to explore the changes in material when water is added. Identify light sources in our school / local environment.	What light sources can you name? What are they used for?	Which is the best light source in the dark?	Discovery Area- Light and Dark exploration.	How do the light sources light up?	To continue to explore the different light sources. How do the light sources light up?
Spring 1	To match footprints to dinosaur. Which dinosaur left the footprint? (Footprint investigation)	To listen to and explore different dinosaur roars. To explore Dinosaur swampland with different dinosaurs and use their own ideas fairy liquid, sand, dinosaurs.	To role-play digging for fossils and dinosaur remains. To use macaroni and create their own dinosaur skeletons. Floating and sinking dinosaurs-, which dinosaurs float and sink. What are they made from? Is it always true that the larger objects sink and the smaller objects float?	Dinosaur dig- can you find the dinosaur fossils in the sand? What are the best tools to use? Can you identify the dinosaurs you have found?	ILT- To explode a volcano using bicarbonate of soda and vinegar To roll and mould the playdough to create food for the dinosaurs- what would a dinosaur who is an herbivore eat?	'Magnets'/Mirrors Discovery Area Exploring water in different buckets, jugs etc. Which one hold the most/least? How can you test your ideas?	
Spring 2	To sow their own flower. How do you plant it? What does	To make a paper aeroplane. How far does it go?	Materials- To explore different materials. What do they feel like? What	To go on a Spring Walk- what do we notice.	To explore the outside area and look at natural objects.	To build boats and test if they float. What do you need to change?	

			Scienc	e Curriculum Pla	an		
	it need to grow? (Mother's Day)		are they used for? Are they useful?	To plant seeds and watch them grow. To understand what seeds, need to grow e.g., water and light.	What is the same or different?	To use their senses and explore jelly. How does it feel? What has happened to the jelly? What happens when you mix it?	
Summer 1	To explore outside area using magnify glasses and search for snails. Where will you find snails? What do they like to eat?	Spot- To create and explore Minibeasts habitat in outside area and look at similarities and differences using magnifying glasses Can you explore the frogs in the water? Can you make them float on the lily pads? Do the pebbles sink or float?	To name minibeasts they know. Inside-Bug Garden Outside- Bug Garden To develop language of naming different minibeasts.	Discovery Area- To develop understanding of how to look after plants and how they grow. What do the plants need to grow? To explore tadpoles and the life cycle of a frog.	To explore where worms live in local environment. To charm the worms in the vegetable area. To make a wormery. chn. Observe how worms move in soil. To explore compost bins and see if they count how many worms they find. To investigate stretching the worms. How stretchy is 'superworm'	To understand where different minibeasts live. Do they live underground? In the air?	To look for spiders and understand the best way to trap spiders.
Summer 2	Rock-pool Information. What do you find in a rock pool? Can you find out anything else on what lives in a rock pool? To identify different sea creatures that live in rock pools. To mix water with sand. To question the changes and observe what is happening.	To investigate what objects, float, and sink. What objects float and sink? Why?	Inside Spot- To use their senses and explore e.g., Boats, shells, pebbles, seaweed, cuttle fish. Outside Spot- To develop understanding of different sea creatures that live in rock pools.	TAPs Assessment To create a boat that will float- what is the best material to make it out of and why?	To explore different sea creatures. What sea creatures can you name? To look at video of different sea creatures. What sea creatures do you think Jonah saw? To then look at habitats of different sea creatures	To sort animals into ones you would find in the sea and ones you would not find in the sea.	To use their senses and explore shells in spot. What do they feel like? To understand that beaches have sand/shingle/ pebbles. What creature has a shell?

				Year 1			
Autumn 1	Discuss, identify,	Discuss the	To explore the properties	TAPS Assessment	To recreate the	To use materials to	
	label and record	differences	of metal objects - why		story of The Three	recreate the	
	materials.	between an object	some metals stick to		Little Pigs using	alternative story of	
	Distinguish between	and the material	magnets.		straw, twigs, bricks	the Three Little Pigs.	
	an object and the	from which it is	Explore a variety of		and other materials.	To make a prediction	
	un object and the	made	different magnets and		Predict which	on which material will	
	material from which		objects (both magnetic		material will be the	be the most	
	it is made.	to use scientific	and non-magnetic).		most successful and	successful and why.	
	lo sort objects	words to identify	Sort objects according to		why.		
	according to	the materials:	different criteria based				
	properties.	wood, plastic, glass	on their properties: hard,		Discuss why some		
		and metal.	soft, stretchy, stiff,		pigs may not choose		
			bendy/floppy		to use bricks and		
			,,		suggest successful		
					alternatives.		
Autumn 2	*To consider what	*To understand	*To understand that	*To understand that	*To consider what	*To make a wind sock	*To consider warm and
	they already know	how trees change	different things happen in	the day length changes	effect rain has on us	to measure wind	cold weather and measure
	about weather and	with the seasons.	each of the seasons.	each day and varies	and our daily lives.	direction.	temperature.
	generate questions.	* To observe trees	* To understand how the	from season to season.	* To design and make	* to observe and	* to understand air
	^ 10 make	in our current	weather affects our	~ To investigate shadows	a weather station.	record wind direction	temperature changes
	observations and	season.	activities.	and their snapes.	"To record the	over time and notice	across the seasons.
	respond	what do you holice	absorved westher is	Haw door daylight	raintall over a period	patterns between	hav to use outside to
	*To look at weather	different times of	tunical of the weather for	change across the	01 Time	changes in direction	
	forecasts and the	vegra (Decon	the season we are in	seasons? How is the	about the results	changes in direction.	measure remperature.
	symbols used by	deciduous and	What activities do we do	daylight different in	from the rainfall	*TAPS Assessment*	Which season is the
	forecasters	evergreen) Which	in the different seasons?	summer compared to	aquaes	Which season do you	warmest? Which season is
	*To create weather	fruit trees do vou	Why might we do	winter? Does my shadow	gaagee.	think is the windiest?	the coldest?
	forecasts about the	recognise? How do	different activities in	always look like that?	What clothing would	How could we record	What do we use a
	weather at school.	they change	different seasons?	What was it like first	we need to wear if it	how windy it is? How	thermometer for? In
	(recorded on seesaw)	throughout the		thing in the morning? Is	is raining? In which	can we tell if the wind	which season would we
	What facts do you	year?		it better to play shadow	season do you think	is blowing? We can't	have snow? What clothing
	know about this			tag at lunchtime or	there is the most	see the wind so how	would you wear if it was
	weather?			after school? Is it	rainfall? How could	do we know? When is	snowing? Why do you think
	What clothes do you			bright when you wake up	we record the	the wind useful? Why	snow falls when it is cold,
	need to wear?			in winter? summer? How	rainfall? Do you	would some people	in the winter? And not in
	What experiences			does daylight change	think it will rain this	need to know which	the summer? Would you
	have you had of this			throughout the year?	week? How much	direction the wind is	rather live in a permanent
	type of weather?				rainwater do you	blowing?	winter or summer? Or a
					think we might		mixture of both? Why?
					collect during the		Why not?
					week? Can we make a		
					clever estimate?		

Spring 1							
Spring 2	Sight	Sound	Touch	Taste	Smell	TAPS Assessment	
Senses	*To understand that	*To identify and	*To compare, using	*To describe, compare	*To use my sense of		
	our senses tell us	name sounds around	appropriate words, the	and group different	smell to help me to		
	about what is around	school and compare	textures that I touch.	edible materials by	decide which smells		
	us.	how loud, quiet	*To identify, name and	using the sense of taste	I like and dislike.		
	*To identify and draw	sounds are	describe objects and	*To describe and	*To carry out a		
	the basic parts of	*To group sounds in	materials that I touch	compare different	simple test and		
	the human body.	different ways.	with my feet and hands.	tastes	record what I find		
	*To say which part of	How do people	*To know that different	How do we taste an	out.		
	the body is	communicate? How	parts of my body are more	apple? What part of our	*To identify simple		
	associated with each	do animals	sensitive for touching than	body do we use? What	patterns in my		
	sense	communicate?	others.	would happen if we	results.		
	what parts of your	where have you	How do we know when we	stopped tasting things?	Have you smelt this		
	What are they for?	heard This sound	animale do they act hurt?	that our tongues (and	think the same about		
	Can anyone name any	quiet loud sound?	What different ways can	the tongues of animals)	smells? What is very		
	of our senses? Would	Ts our hearing	they get hurt? What	can recognise horrible	important about the		
	it make a difference	important to us?	does feel like? Ts it soft	tastes?	use of animals and		
	if we didn't have one	important to us.	rough or smooth? When	100100,	the sense of smell?		
	of our senses? How?		can our sense of touch		Can you name smells		
			help keep us keep safe?		you like / don't like?		
					, What is your		
					favourite smell? Do		
					your clothes smell?		
					Do your clothes smell		
					differently to your		
					friends? What do		
					you use to smell?		
					Does your body		
					react to smells e.g.		
					your tongue when you		
					smell food?		
Summer 1	LO: To be able to	LO: To be able to	LO: To be able to identify	LO: To be able identify	LO: To be able to		
	identify, name draw	identify and name a	and name a variety of	and name a variety of	describe and		
	and label the basic	variety of common	common animals that are	common animals that	compare the		
	parts of the human	animals that are	birds, fish, amphibians,	are carnivores,	structure of a		
	body.	birds, fish,	reptiles, mammals and	herbivores and	variety of common		
	What are human	amphibians, reptiles	invertebrates.	omnivores.	animals.		
	beings? Can you name	and mammals.	LO: To be able to sort and	LO: To be able to	What is different		
	any of our body	LO: To be able to	group animals.	record data in simple	about these animals?		
	parts? Why do our	describe and	I APS Assessment	wavs (Venn diaaram).	What do they have in		

bodies look the way they do? Do all humans have the same bodies? Why is this? Planting beans Identify and describe	compare a variety of common animals. Do all animals have similar body parts? What is similar? What is different? Can you name an animal that has, e.g. legs? Do they have the same number of legs as humans? Do their legs look the same as human legs? What is similar or different about these animals to humans? Parts of plants Identify and name	Wild plants Identify and name a	What is a carnivore, herbivore and an omnivore? What are you? Why do you think an X is an X? How could we sort these animals? Is it important to have animals in the world with these different diets? Why? Garden Plants Identify and describe	common? How are they like humans? How are they different? Trees Identify and name a	Plants for food Identify and describe	How do plants grow Identify and describe the
 Identity and describe the basic structure of a variety of common flowering plants, including trees. To think about what a plant needs in order to grow. Children to plant a bean and observe closely in following weeks. How do we plant a bean? What do you think plants need to grow? 	a variety of wild plants. To identify and describe the different parts of a flowering plant and trees by making and labelling plant pictures. Which parts of a plant can you identify?	Identity and name a variety of common wild plants To identify and name a variety of different wild plants by going on a wild plant hunt! Children to think about which wild plant is the most common by gathering and recording their data. Which wild plants can you name and identify? Which wild plant was the most common?	the basic structure of a variety of common flowering plants, including trees. To identify a variety of common garden plants. Children to draw their own gardens featuring common garden plants. Which garden plants can you name and identify?	Identity and name a variety of deciduous and evergreen trees. To understand the terms deciduous and evergreen. Children to identify and classify leaves as deciduous or evergreen and think about the changes in leaves throughout the year. What is the difference between a deciduous and an evergreen plant? How do evergreen and deciduous trees change throughout the year?	the basic structure of a variety of common flowering plants, including trees. To understand that plants are grown for food. What plants do we eat? Which parts of a plant do we eat? *TAPS ASSESSMENT*	laentity and describe the basic structure of a variety of common flowering plants, including trees To observe closely the growth of our bean plants. Children to talk about how their bean plant has grown. What have we found out that plants need in order to grow? Why did some beans grow better than others?
	bodies look the way they do? Do all humans have the same bodies? Why is this? Planting beans Identify and describe the basic structure of a variety of common flowering plants, including trees. To think about what a plant needs in order to grow. Children to plant a bean and observe closely in following weeks. How do we plant a bean? What do you think plants need to grow?	bodies look the way they do? Do all humans have the same bodies? Why is this? bis? bis? can you name an animal that has, e.g. legs? Do they have the same number of legs as humans? Do their legs look the same as human legs? What is similar or different? about these animals to humans? Planting beans Identify and describe the basic structure of a variety of common flowering plants, including trees. To think about what a plant needs in order to grow. Children to plant a bean and observe closely in following weeks. How do we plant a bean? What do you think plants need to grow? compare a variety of common animals. Do all animals have similar body parts? What is similar? what do you think plants need to grow? compare a variety of common animals. Do all animals have similar body parts? What do you think plants need to grow?	bodies look the way they do? Do all humans have the same bodies? Why is this?	bodies look the way they do? Do all humars have the same bodies? Why is this?compare a variety of common animals. Do all animals have similar body parts? What is similar? What is similar? What is different? Can you name an animal that has, e.g. legs? Do they have the same number of legs as human? Do their legs look the same as human legs? What is similar or different about these animals?Wild plantsWhat is a carnivore, herbiver and an omnivore? Why do you think an X is an X2 How could we sort these animals? Is it important to have animals in the world weither same number of legs as humans? Do their legs look the same as human legs? What is similar or different about these animals to themars?Wild plantsGarden PlantsIdentify and describe the basic structure of a variety of common flowering plants, including trees. To think about what a bean and observe closely in following weks.To identify and and trees by making and labelling waking and labelling of thork wild plant tar you identify?Wild plants to f a diversing plant and trees to making and labelling of a variety of a diversity of common garden plants. Which wild plant tars to a plant can you identify?Wild plant was the most common?Garden Plants Identify and rees to dow their own garden plants. Which wild plant was the most common?	bodies look the way they do? Do all humans have the same bodies? Why is this?compare a variety of common animals. but is similar body parts? What is different? Can you name an animali harh as, e.g. legs? Do they have the same as human legs? What is similar or different door these animals to humans?What is a carnivore, herbivore and an annivore? What are they like humans?Common? How are they like humans?Planting beans Identify and describe the basic structure of a variety of common flowering that advertify and trees.Parts of plants, to identify and acriety of a flowering plants, to identify and and trees by making and labelling hunk adout what a bean and observe closely in following weeks.Wild plants tarents of plant con you identify?Wild plants tarentsGarden Plants, tarents of plants, including trees, to identify and and trees by making and labelling hunch wild plant sory and recording their data which wild plant wild plant was the most common?Wild plant was the most common?Teses tares, the basic structure of a dissify leaves and and recording their data which wild plant was the most common?Garden Plants, to admit a the word of a variety of common garden plants, children to famit and recording their data which wild plant was the most common?Teses tares, the basic structure of a dissify leaves and which wild plant was the most common?Carden Plants, tares, the basic structure of <b< th=""><th>bolice lock the way they do? Do all humans have the same bodies? Why is this? compare a veriety of common animals. Do all animals have similar body parts? compare a veriety of common animals. What is similar? what is a comivore, herbivore and an variety of common animals. compare a veriety of common animals. compare a veriety of common animals. What is a comivore? What is similar? What is similar? what is different? compare a veriety on animal that has, e.g. legis? Do they have the same on humans? ifferent? compare a veriety ou? What are you? What are they like humans? compare a veriety ou? What are you? What are they like humans? compare a veriety ou? What are you? What are they like humans? compare a veriety ou? What are you? What are you? What are the same number of legis as humans? compare a veriety of common animals. compare a veriety of compare a veriety of compare a veriety of veriety of compare a veri</th></b<>	bolice lock the way they do? Do all humans have the same bodies? Why is this? compare a veriety of common animals. Do all animals have similar body parts? compare a veriety of common animals. What is similar? what is a comivore, herbivore and an variety of common animals. compare a veriety of common animals. compare a veriety of common animals. What is a comivore? What is similar? What is similar? what is different? compare a veriety on animal that has, e.g. legis? Do they have the same on humans? ifferent? compare a veriety ou? What are you? What are they like humans? compare a veriety ou? What are you? What are they like humans? compare a veriety ou? What are you? What are they like humans? compare a veriety ou? What are you? What are you? What are the same number of legis as humans? compare a veriety of common animals. compare a veriety of compare a veriety of compare a veriety of veriety of compare a veri

				Year 2			
Autumn 1	 * To be able to distinguish between an object and the material from which it is made. * To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. If we made everything in the classroom out of plastic would that be a good idea? Why/why not? What do scientists do? 	 * To identify and compare the suitability of a variety of everyday materials for particular uses (which is the best material for a sailor's shoes?). * To be able to use their observations and ideas to suggest answers to questions. * To be able to gather and record data to help in answering questions. Would paper be a good material for making charactering 	 * To be able to identify and compare the suitability of a variety of everyday materials for particular uses (How flexible are plastics? Bottle squirt test). * To be able to gather and record data to help in answering questions. * To be able to perform simple tests. Why are this ketchup bottles made of plastic? 	 * To identify and compare the properties of a variety of woods (finding the right wood to build Lord Nelson's ship) * To be able to perform simple tests. * To use their observations and ideas to suggest answers to questions. If we built a boat out of jelly, would it be a good idea? Why/why not? 	* To apply knowledge of materials investigated so far to design and build a boat and a mechanism for picking it up (DT link). Which material(s) would be the best for building a boat? Why? What do we know about wood as a material that could make it useful for boat building?	 * To identify and compare a variety of everyday materials to make a product (fixing a hole in a ship's bucket) * To be able to use simple measurements to gather data. How might they have fixed the bucket in the past? What materials would they of used? Do we still use those materials now? Why? /why 	* To be able to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Why would we a use an object that we could change by bending/squashing? Can you think of a good use for these type of objects?
Autumn 2	* To apply knowledge of materials investigated so far to design and build a boat and a mechanism for picking it up (DT link). Which material(s) would be the best for building a boat? Why? What do we know about wood as a material that could make it useful for boat building?	* To identify and compare a variety of everyday materials to make a product (fixing a hole in a ship's bucket) * To be able to use simple measurements to gather data. How might they have fixed the bucket in the past? What materials would they of used? Do we still use those materials	 * To be able to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Why would we a use an object that we could change by bending/squashing? Can you think of a good use for these type of objects? 	*TAPS assessment*			

		now? Why? /why					
Spring 1 Animals Including Humans	 * To be able to find out about and describe the basic needs of animals including humans, for survival. What are the basic things we need to grow and survive? Does everybody have access to these things? Can you tell the difference between what we need and what we want? 	 * To know the importance for humans of eating the right amounts of different types of food. What do you think are good foods and bad foods? Why? Can everyone eat healthily? What do you think would happen if you only ate one type of food? 	 * To know the importance for humans of exercise. Why do we do the daily mile? How does doing the daily mile help us? What would happen if you didn't do any exercise? 	 * To be able to record data in a table. * To be able to perform a simple test. *To use data to suggest answers questions. 	 * To know the importance to humans of hygiene. * To be able to record data (tally chart). Why do you wash your hands after going to the toilet? How can you tell if you are clean or not? What would happen if we didn't keep clean? 	 * To know that humans have offspring which grow in to adults. What are the differences between baby humans, children and adults? What is the same? What did you need when you were a baby that you don't need now? 	TAPS assessment - Self led investigation on the effects of exercise on the body.
Spring 2 Animals Including Humans	*To be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals. *To be able to describe and compare a variety of common animals. Do all animals have similar body parts? What is similar? What is different? Can you name an animal that has, e.g. legs? Do they have the same number of legs as humans? Do their legs look the same as human legs? What is similar or	*To be able to describe and compare the structure of a variety of common animals. What is different about these animals? What do they have in common? How are they like humans? How are they different?	*To be able identify and name a variety of common animals that are carnivores, herbivores and omnivores. *To be able to record data in simple ways (Venn diagram). What is a carnivore, herbivore and an omnivore? What are you? Why do you think an X is an X? How could we sort these animals? Is it important to have animals in the world with these different diets? Why?	*To be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. *To be able to sort and group animals. TAPS Assessment	Living eggs arrive this week *To know that animals have offspring that grow into adults. *To be able to use observations to suggest answers to questions. Chicken lifecycle What is a life cycle? Can you describe a life cycle? What animals are part of a life cycle? Which are not? Why? How does the life cycle of a chick start? Do any other animals come from eggs?	*To find out about the basic needs of animals for survival and the ways these are similar or different to humans. *To understand that sleep and rest, as well as food water and air are important to survival. What do we need to survive? What do animals need? Is this the same? Why do you think this is? Do we need to sleep? What would happen to our bodies if we didn't sleep or rest?	

	different about						
	these animals to						
	humans?						
Summer 1	*To be aware of the	*To find out and	*To understand what	*To understand that	*To examine and		
	different methods by	describe how plants	plants need to be healthy.	there are differences	discuss the cress,		
	which plants disperse	need water, light	*To know that cress seeds	between the beans	including facts about		
	their seeds.	and a suitable	need to germinate and	grown in different	the plant and		
	What is important	temperature to	grow.	conditions and explain	differences between		
	about these kernels	arow and stav	*To make predictions and	why those differences	results from the two		
	seeds, pips which are	healthy.	begin to give reasons for	have occurred.	arowing locations.		
	found inside fruits?	*To observe and	what will happen to the	*To begin to talk about	*To talk about what		
	What is their job?	describe how seeds	cress.	the various functions of	the seed has		
	Can you think of	and bulbs grow into	What are the perfect	the parts of the plant	produced and how		
	different ways that a	mature plants.	conditions for growing	and their importance.	the cress plant grew.		
	plant could get its	* To discuss	cress? What happens if	Can you tell what each	Can you explain the		
	seeds dispersed?	hydroponics and	they cannot have one or	of the beans are	differences between		
	Why is it very	the concept of	more of the things they	lacking? Once a bean	the plants grown in		
	important for plants	growing bulbs in	need?	has been denied one of	different locations?		
	to have seeds that	water.		this these, can they be	What has the seed		
	can travel? Why is it	What do plants		reintroduced back? Do	produced, can you		
	better for them to	need to survive? If		you know what each	explain the change		
	be dispersed than to	a plant is alive,		, part of the plant is	over time?		
	just drop on the	does it mean it is		called? Do you know			
	ground in a heap all	healthy? Is it the		what each part does?			
	together?	same or different		Are all the parts			
	5	to the things		important? Is there any			
		humans need? Do		part of the plant that			
		all plants require		have no function other			
		the same things?		than to look nice?			
Summer 2	*To be able to	*To be able to	*To be able to identify	To be able to identify	*To be able to	TAPS Assessment	*To be able to describe how
Animals and	explore and compare	identify and name a	that most living things live	that most living things	identify that most		animals obtain their food
their	the differences	variety of plants	in habitats to which they	live in habitats to which	living things live in		from plants and other
Habitats	between things that	and animals in their	are suited and describe	they are suited and	habitats to which		animals, using the idea of a
	are living, dead, and	habitats, including	how different habitats	describe how different	they are suited and		simple food chain, and
	things that have	micro-habitats.	provide for the basic	habitats provide for the	describe how		identify and name different
	never been alive.		needs of different kinds	basic needs of	different habitats		sources of food.
	*To be able to	What sort of	of animals and plants, and	different kinds of	provide for the basic		
	identify and name a	animal would live	how they depend on each	animals and plants, and	needs of different		What are animals eating?
	variety of plants and	in this habitat?	other.	how they depend on	kinds of animals and		Do we need every animal in
	animals in their	Why do they live		each other.	plants, and how they		a food chain? What would
	habitats, including	there? Would this	*To be able to identify		depend on each		happen if there weren't
	micro-habitats.	habitat be good	and name a variety of	* To be able to record	other.		any? Are we all in a food
	What is a habitat?	for that animal all	plants and animals in their	data in a tally chart.	*To be able to		chain? Where do we come
	Do you know the	year round?	habitats, including micro-		identify and name a		in a food chain?
	habitats of any		habitats.		variety of plants and		

animals? Is * To be able to record animals in their everything alive? Why would an animal live data in a bar chart. habitats, including How do we know if in that habitat? What micro-habitats. something is alive? enables that animal to Which caterpillar What is the odd survive where they live? will survive? Where did vou find them? one out? Can you explain why it's the How could we odd one out? record this information? Which animals are camouflaged to live in their habitats? How? Year 3 To understand and To identify bones on To identify and group To explore how skeletal To identify that To recognise that To compare the diets of Autumn 1 Animals humans and animals humans need the humans and different explain the functions of a skeleton. animals with and muscles help humans and Including get nutrition from right types and animals a skeleton without skeletons animals to move. Where is X bone? Humans what they eat. amount of nutrition. To set up a simple fair test. To use secondary sources To report on findings To make careful To record findings To gather data and group and classify data. from enquires. What is the function observations to group using drawings. record and present of X bone? and classify data. What is the job of our findings in a table. How could we sort these What would happen if muscles? we had no bones? What do living things animal diets? What do you notice TAPS What would happen if we had need to survive? What food group ASSESSMENT about how X animal To ask relevant no muscles? does X fit into? moves? What does What similarities and What is the function of Is this the same for differences do you notice our skull? auestions and use this tell us about its Can you have a between the animal diets? scientific enquiries skeleton (endo/exo)? Why does X animal have all living things? balanced diet What is the function of to answer them. strong X muscles? How do animals and without X? What similarities and What similarities and our spine? humans get food/ differences do you notice What will you differences do you How can we find out who has nutrition? Why is X food between X animal diet and Which bone(s) protects notice between our investigate? the quickest reaction times? skeleton and X group important? a human diet? X2 How will you animal's skeleton? What variables must remain What could happen over time if we don't How much X is in X Why do different animals How can we keep our the same each time? investigate your eat? food? need different foods? bones healthy and question? How could you sort these animal strona? How can we show Does everybody Will your skeletons? what we have found need the same What words could we investigation help out? types and amounts use to describe our you answer your of nutrition? Why? bones? question or is there a better way?

			Scienc	e Curriculum Pla	in		
Autumn 2 Light	To know that light is needed to see things and that darkness is the absence of light. Why is light needed? How do we know light exists? How does light travel? Where does light come from?	To recognise that shadows are formed when the light from a light source is blocked by a solid object. What do you notice about the shape of shadows? Why does your shadow move when you move?	To identify patterns in the way that the size of shadows changes. Why is the shadow changing position? Why is the shadow changing size? How can we use this in an investigation?	To notice how light is reflected from surfaces. How does the light reflect from different surfaces? Can you control where the light travels? How could this be useful?	To investigate how light is reflected from different materials. Which material will be best for a book bag? Which material do you think will reflect most light? How can we measure this?	<u>TAPS FOCUSED</u> <u>ASSESSMENT</u> 'Can everything make a shadow?' To gather and record data to help in answering questions. Which materials block light? Which materials let light through?	To recognise that light from the sun can be dangerous and that there are ways to protect our eyes. Which materials would be appropriate? Why? Which colours would be appropriate?
Spring 1 Forces - Magnets	To know that a force is a push or a pull. To ask relevant questions and suggest scientific enquiries to answer them. Can you see any forces in action right now? Is X an example of a push or a pull? What do you want to find out about forces? How could you investigate that question?	To compare how things move on different surfaces. To set up simple fair tests and take accurate measures. What do you notice about how X moves on X surface? What do you notice about the surfaces that X moves quicker on? Why does it move slower on X surface? Which surface had the most/least friction? Why do you think this is?	To observe how magnets attract some materials and not others. To make careful observations and present findings. Is it alive? How do you know? What words can you use to describe it? What's the same/different about the slimes? What happens when you give the slime X material?	To compare and group everyday materials on the basis of whether they are magnetic. To make careful observations to group and classify data. Which materials are magnetic? What do you notice about the magnetic materials? What do the magnetic materials have in common? Do you think X material will be magnetic? Why?	TAPS AssessmentTo investigate the strength of different magnets.To set up simple practical enquiries, comparative and fair tests.How can we find out which magnet is the strongest?What will you measure?How will you ensure it is a fair test?Can you predict the weakest/strongest?Do the magnets need to be touching the object/material?	To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. To record findings using simple, labelled drawings and scientific language. What do you notice about how the magnet attracts the paper clip? How could we investigate the magnetic field? When does the paper clip start moving towards the magnet?	To observe how magnets attract or repel each other. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. To use results to draw simple conclusions. What happens when two magnets are placed close to each other? Does this always happen? Will X magnets attract or repel? How do you know?
Spring 2							

			Scienc	e Curriculum Pla	n		
Summer 1 Plants	To identify and describe the different parts of a flowering plant. To make systematic and careful	To explain the functions of the different parts of a flowering plant. To use secondary sources to answer	To investigate how water is transported within plants. To make careful observations and record findings.	To explore the requirements of plants for life and growth. To report on findings from enquiries and draw conclusions.	<u>TAPS</u> <u>ASSESSMENT</u> To investigate how the requirements for life and growth vary from plant to plant.	To explore the role of flowers in the life cycle of flowering plants. To gather and record data, using evidence	
	observations. Can you identify the roots/stem/leaves?	questions. To set up a simple comparative test.	How can we prove that roots absorb water and stems transport water?	What differences can you see between the plants grown with and	To ask relevant questions and suggest ways to answer them.	to answer questions. Why do plants flower?	
	Do all plants have the same parts? What words can you use to describe the roots/stem/leaves? Do these words give you clues about what the function of it is? Are all stems the same? Are all roots the same?	What is the job of the leaves/stem/roots? How could we find out? Why do you think there are so many roots? What might happen if a plant didn't have X? Do the different parts of the plant change over time? How could we find	Does a plant with more roots absorb more water? How could we find out? How does water get from the soil to the leaves? What conclusions can we make from our investigation?	What happens to plants that have no light? What happens to plants that have no water? What do you notice about the leaves/roots compared to healthy leaves/roots?	How much water do plants need? How can we measure how much water the plant has been given and used? How we will know if the plant is getting the right amount of water? Do all plants need the same amount of water?	What do the different parts of the flower do? When do plants usually grow flowers? Why? How do flowers change over time? Can you explain how a plant is pollinated?	
Summer 2 Rocks	LO- To compare and group together different kinds of rocks on the basis of their appearance. What differences and similarities can you see between the rocks? How could we group	LO- To compare and group together different kinds of rocks on the basis of their simple physical properties. Which rock is most permeable? How can we find out?	LO- To describe in simple terms how fossils are formed. What are fossils? What can make a fossil? How do you think fossils are made?	LO - To research the life and work of Mary Anning. Who was Mary Anning? How did she change history and science?	LO- To recognise that soils are made from rocks and organic matter. What words could you use to describe the different soils? What do you think the soil is made of?	TAPS FOCUSED ASSESSMENT 'Which rock will be best for a new playground?' How can we find out which is most durable/strongest? Which is the most and least wearing?	

	Which rock could be the odd one out?	Can you order the rocks from most to least permeable?	Why are fossils useful in helping us to understand the world?		How much water do the different soils absorb? Why do you think this is?	What other properties may we need to consider?	
				Year 4			
Autumn 1 Living things and their habitats	To recap what a habitat is and identify animals that live in different habitats. What do animals need to survive? How does a particular habitat provide this for them compared with another one? How is a particular animal/plant suited to where they live?	To understand how changes to an environment affect the things that live there. What problems may there be in a particular habitat? What if a busy new road was built next to a wildlife area? What would the negative impact on the animals and plants living there be? What positive impact might there be? (How could humans help in these situation?)	To recognise that living things can be grouped in a variety of ways. What do all living things have in common? What do they have/do that is different? How could we sort different groups of living things? How do we know that a penguin is an example of bird?	To explore and use classification keys to sort animals and plants. What are the similarities/differences between these types of animals? Why are classification keys useful? What type of questions are used in classification keys? Why do you think this is? How do you think the findings of our bug hunt may be different in 2 months time?	To create classification keys. What would be a good question to ask when creating our own keys? Why would this be a good question? Why do you think scientists find it useful to have such tools when they are dealing with hundreds if not thousands of different animals?	TAPs Assessment To identify and classify a variety of different living things, identifying similarities and differences.	
Autumn 2 Electricity	Hook- To investigate how to make a torch that will keep them safe from the bad dreams (found in the story The Lost Happy Endings) and can be used when reading their books. To identify common appliances that run on electricity and to	To identify the dangers electricity can pose and to understand how to stay safe.	To construct simple series circuits and to name basic parts. To be able to recognise some conductors and insulators. What are the various parts of a circuit called? Is this circuit complete or incomplete? Why?	To recognise the function of a switch and to create a simple switch. What examples can you think that use a buzzer, motor or bulb? Why is it useful to switch an electrical current on and off?	TAPs Assessment To recognise common conductors and insulators. Which objects completed the circuit? Why? Which things conducted electricity? What materials were they made from? Which		

	identify the affect				did not conduct		
	the electricity has on				electricity? What		
	the appliance.				materials were they		
					made from? Can you		
	What is an appliance?				think of anything		
	Which appliances use				else that		
	electricity? Is their				might/might not		
	power mains				conduct electricity?		
	electricity or battery				Explain your choices.		
	electricity? What				Extend- How do your		
	affect does				findings help explain		
	electricity have on				the safety rules that		
	this appliance?				we need to follow		
					when using		
					electricity?		
Spring 1		*To compare and	*To be able to compare	*To understand that	*To a question about	*To be able to	
Materials		aroup materials	and aroup materials	materials change state	evaporation and set	identify the part	
		together, according	together according to	when they are heated or	up a practical enquiry	played by evaporation	
		to whether they	whether they are solids.	cooled and describe this	that will provide the	and condensation in	
		are solids, liquids	liquids or gases.	process using scientific	scientific evidence	the water cycle and	
		or gases.	*To answer questions	language.	to answer it.	associate the rate of	
		*To understand the	about gas using evidence	*To understand the	*To understand the	evaporation with	
	<u> </u>						
		properties that	from scientific	behaviour of particles in	process or	temperature.	
		properties that make a material a	from scientific enquiries	behaviour of particles in the different states and	process or evaporation and	temperature. Why is the water	
		properties that make a material a solid or a liquid	from scientific enquiries. Can you name any gases?	behaviour of particles in the different states and use a thermometer to	process or evaporation and condensation	temperature. Why is the water cycle essential to life.	
		properties that make a material a solid or a liquid. How could we group	from scientific enquiries. Can you name any gases? What happens to gas	behaviour of particles in the different states and use a thermometer to observe temperature	process or evaporation and condensation. What happens to	temperature. Why is the water cycle essential to life on earth? What might	
		properties that make a material a solid or a liquid. How could we group materials? What	from scientific enquiries. Can you name any gases? What happens to gas when heat is added or	behaviour of particles in the different states and use a thermometer to observe temperature changes of water	process or evaporation and condensation. What happens to water when it is	temperature. Why is the water cycle essential to life on earth? What might happen if it did not	
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Spring 2	*To identify how	properties that make a material a solid or a liquid. How could we group materials? What differences can you see between solids, liquids and gasses? How do we know whether this is a solid, liquid or gas? Does how we group them change what we can do with them?	from scientific enquiries. Can you name any gases? What happens to gas when heat is added or taken away? Can gas be made from a solid and a liquid? Do a gas start and finish? How does it travel? Can you catch a gas?	behaviour of particles in the different states and use a thermometer to observe temperature changes of water. How are ice cubes made? What is happening to the particles as they change state? Can you think of a time when materials are changed because heat is added or taken away? Do all liquids freeze? What do you think will happen and what are your reasons for this? <u>Hamilton</u> *To find patterns between	process or evaporation and condensation. What happens to water when it is heated? Does the location of a puddle affect how well it evaporates? When water evaporate or condensates what is happening to the particles?	temperature. Why is the water cycle essential to life on earth? What might happen if it did not work correctly or too much water became part of the system? Why is it called a cycle? Do you know any other scientific cycles?	*To test a prediction about
Spring 2	*To identify how sounds are made	properties that make a material a solid or a liquid. How could we group materials? What differences can you see between solids, liquids and gasses? How do we know whether this is a solid, liquid or gas? Does how we group them change what we can do with them? *To explain that sounds are made	from scientific enquiries. Can you name any gases? What happens to gas when heat is added or taken away? Can gas be made from a solid and a liquid? Do a gas start and finish? How does it travel? Can you catch a gas? *To notice patterns between the pitch and	behaviour of particles in the different states and use a thermometer to observe temperature changes of water. How are ice cubes made? What is happening to the particles as they change state? Can you think of a time when materials are changed because heat is added or taken away? Do all liquids freeze? What do you think will happen and what are your reasons for this? <u>Hamilton</u> *To find patterns between the pitch of a sound and	process or evaporation and condensation. What happens to water when it is heated? Does the location of a puddle affect how well it evaporates? When water evaporate or condensates what is happening to the particles?	temperature. Why is the water cycle essential to life on earth? What might happen if it did not work correctly or too much water became part of the system? Why is it called a cycle? Do you know any other scientific cycles?	*To test a prediction about sound proofing materials
Spring 2 Sound	*To identify how sounds are made, associating sound	properties that make a material a solid or a liquid. How could we group materials? What differences can you see between solids, liquids and gasses? How do we know whether this is a solid, liquid or gas? Does how we group them change what we can do with them? *To explain that sounds are made when an object	from scientific enquiries. Can you name any gases? What happens to gas when heat is added or taken away? Can gas be made from a solid and a liquid? Do a gas start and finish? How does it travel? Can you catch a gas? *To notice patterns between the pitch and yolume of a sound and	behaviour of particles in the different states and use a thermometer to observe temperature changes of water. How are ice cubes made? What is happening to the particles as they change state? Can you think of a time when materials are changed because heat is added or taken away? Do all liquids freeze? What do you think will happen and what are your reasons for this? <u>Hamilton</u> *To find patterns between the pitch of a sound and features of the object	process or evaporation and condensation. What happens to water when it is heated? Does the location of a puddle affect how well it evaporates? When water evaporate or condensates what is happening to the particles? *To use prior knowledge to ask and answer questions	temperature. Why is the water cycle essential to life on earth? What might happen if it did not work correctly or too much water became part of the system? Why is it called a cycle? Do you know any other scientific cycles?	*To test a prediction about sound proofing materials. *To evaluate their sound
Spring 2 Sound	*To identify how sounds are made, associating sound with somethina	properties that make a material a solid or a liquid. How could we group materials? What differences can you see between solids, liquids and gasses? How do we know whether this is a solid, liquid or gas? Does how we group them change what we can do with them? *To explain that sounds are made when an object vibrates and begin	from scientific enquiries. Can you name any gases? What happens to gas when heat is added or taken away? Can gas be made from a solid and a liquid? Do a gas start and finish? How does it travel? Can you catch a gas? *To notice patterns between the pitch and volume of a sound and the features of the	behaviour of particles in the different states and use a thermometer to observe temperature changes of water. How are ice cubes made? What is happening to the particles as they change state? Can you think of a time when materials are changed because heat is added or taken away? Do all liquids freeze? What do you think will happen and what are your reasons for this? <u>Hamilton</u> *To find patterns between the pitch of a sound and features of the object that produced it.	process or evaporation and condensation. What happens to water when it is heated? Does the location of a puddle affect how well it evaporates? When water evaporate or condensates what is happening to the particles? *To use prior knowledge to ask and answer questions about the hearing of	temperature. Why is the water cycle essential to life on earth? What might happen if it did not work correctly or too much water became part of the system? Why is it called a cycle? Do you know any other scientific cycles? *To investigate sound proofing materials by planning and conducting a fair test	*To test a prediction about sound proofing materials. *To evaluate their sound proofing choices and
Spring 2 Sound	*To identify how sounds are made, associating sound with something vibratina.	properties that make a material a solid or a liquid. How could we group materials? What differences can you see between solids, liquids and gasses? How do we know whether this is a solid, liquid or gas? Does how we group them change what we can do with them? *To explain that sounds are made when an object vibrates and begin to understand that	from scientific enquiries. Can you name any gases? What happens to gas when heat is added or taken away? Can gas be made from a solid and a liquid? Do a gas start and finish? How does it travel? Can you catch a gas? *To notice patterns between the pitch and volume of a sound and the features of the object that produced it.	behaviour of particles in the different states and use a thermometer to observe temperature changes of water. How are ice cubes made? What is happening to the particles as they change state? Can you think of a time when materials are changed because heat is added or taken away? Do all liquids freeze? What do you think will happen and what are your reasons for this? <u>Hamilton</u> *To find patterns between the pitch of a sound and features of the object that produced it. *To ask relevant guestions	process or evaporation and condensation. What happens to water when it is heated? Does the location of a puddle affect how well it evaporates? When water evaporate or condensates what is happening to the particles? *To use prior knowledge to ask and answer questions about the hearing of humans and other	temperature. Why is the water cycle essential to life on earth? What might happen if it did not work correctly or too much water became part of the system? Why is it called a cycle? Do you know any other scientific cycles? *To investigate sound proofing materials by planning and conducting a fair test, considering variables	*To test a prediction about sound proofing materials. *To evaluate their sound proofing choices and consider what improvements

	What do you already	when the vibrations	*To use understanding	scientific enquiries to	*To understand that	and how to record the	
	know about sound?	travel from a	of pitch and volume to	answer them.	sound travels slower	results.	
	What can you hear?	source through a	answer questions about	How can we alter the pitch	than light	Why is it sometimes	
	Do you know how that	medium to our ears	soundwaves	of a cound? What tests	How do we hear	important to prevent	
	bo you know now mut	*To use this	Mart did you do	of a sound? What lesis	How do we hear	and from travelling)	
	sound is made? How	"To use this	What ald you do	can we do to test out our	sounds? Do you know	sound from travelling?	
	does your instrument	knowledge to	differently to make a	ideas?	any animals that have	How can we make sure	
	make noise? Can you	recognise why	louder noise? What	TAPS Assessment	good hearing? Why is	the test will be a fair	
	change the sound it	sounds get fainter	does the word pitch		it important for	one? What will you	
	makes? How?	when you are	mean? Can you sort the		many animals to hear	use as a sound	
		further from the	notac played on these		counds cleanly and to	counce? What do you	
			instruments by the		sounds crearly and to	think will be the best	
		source of the	instruments by the		know where the	Think will be the best	
		sound.	pitch of the sound they		sound is coming	material and why?	
		How do you know	make?		from?		
		where the sound is					
		coming from? How					
		da yay know? How					
		do you know? Flow					
		ala the sound					
		travel from the					
		source to our ears?					
		Does the size of					
		the cup or the					
		length of the string					
		length of the string					
		change the sound?					
Summer 1							
Summer 2		To name the basic	To identify the	TAPS Assessment	To compare the diets	To construct and	
Animala		nante of the	different types of	*To investigate the affect	of different animals	interpret a variaty of	
		puris of the	different types of	to investigate the effect		interpret a variety of	
Including		algestive system	teeth in numans and	of plaque acia on teetn.	To identify the	food chains,	
Humans		and describe their	their simple functions.	Why is it important to	different types of	identifying producers,	
		simple functions in	How do we keep our	look after your teeth?	teeth animals have	predators and prey.	
		humans.	teeth healthy? Why is	What can you do to look	and how this is linked	To use understanding	
		What happens to	this important? What	after them? What do you	to their diet.	of producers.	
		your food once you	would happen if we	think will happen? Why?	Do animals have the	predators and prev to	
		beve showed it?	didn't? M/hat da wa	Mbu have same 'deenved'			
		nave chewed II?	dian 12 what do we	why have some decayed	same digestive	unswer questions	
		Can you name any	need our teeth for? Are	more than others? What	system as humans?	about the impact of	
		of the body parts	they important? Are all	do you think is in the liquid	Do they have the	changes to a food	
		that are used to	the teeth in our mouths	that is making this	same diets as us?	chain.	
		move food through	the same?	happen? Were there any	What affects diet?	Can you explain this	
		your body? How		surprises? How is this this	How can we tell what	food	
		long does it take		similar to your teeth? How	an animal has eater?	chain? Look at this	
		for food to the		in this different?	De animale la vice et elle	chume Look ut this	
		Tor Tooa To Travel		is this different?	Do animais nave the	naditat, which animal	
		trom your stomach			same teeth as	would there be most	
		to your small			humans/each other?	of here? With nothing	
		intestine? Does			What us a carnivore,	eating the top	

		this depend on what you eat? What happens if we eat food that is			herbivore and an omnivore? What is a predator? What is prey?	predator, what will stop them from taking over? Who is the primary consumer? The secondary	
		poisonous or has gone bad? What				consumer? What will happen if one plant or	
		have on our body?				chain is removed?	
		through the body in					
		the same way?		Veen 5			
				year 5			
Autumn 1	To describe the	To understand	To recognise and	To identify physical and		TAPs assessment	
A. S. J.	changes as humans	about foetal	explore key	mental changes that			I
Animais	develop to old age	development in	milestones in baby	happen from adulthood		To identify, order	l
Humans		humans	and child	to old age.		and explain the six	I
	What happens at		development	To discuss how elderly		key stages in a	l
	different stages	What a gestation		people are cared for		human life.	l
	in our lives?	period? How long	How do scientist	and how we can support			l
	What would	is the average	know what milestones	them in the community.		What happens at	l
	someone be doing	human gestation	should be met when?			each stage in	l
	who is (this) old?	period? How does	Does everyone meet	When do women stop		human life? Do we	l
	Does it change?	a foetus change?	milestones at the	having children and why		go through them	l
	Do you change as	Why does it	same age? Is this	is this? How do peoples		all? Are the	l
	you get older, and	matter if the	OK? What can we	bodies change as they		different stages	l
	how?	mother stays	learn about the rate	get older? Why might		that humans go	l
		healthy and	of growth?	some older people need		through the same	l
		safe?		extra help or support?		as animals?	
							<u> </u>
Autumn 2	To name and order	To investigate what	To use a variety of	To describe the movement	To use the idea of	TAPs assessment- To	To research famous scientist
Create	the planets within our	other planets in our	evidence sources to	of the moon relative to	the Earth rotating	present their findings	who have contributed to our
Space	solar system and look	solar system are	prove that the Earth,	the Earth.	on its axis to explain	from this unit in a	What type of scientific skills
	the sun they are	IIKE.	approximately spherical	Farth? How does the moon	How does the	using research and	will we need to use in order
	me sun mey ure.	To understand that	bodies.	move? Why is the moon	rotation of the	models where	to answer our questions?
	Can you name the	the planets orbit	What is your evidence	only lit from one side?	Earth cause day and	appropriate.	What do we want to know?
	planets? What order	around the Sun and	that something is a	How does the shape of the	night? What would		How can we find out this
	do they go in? Can	that the sun is the	particular shape? How	moon change over time?	happen if the Earth		information? How can we be
	you make any	centre of our solar	can you prove it? What	Why does it appear to do	were still? What		sure our information is
	predictions about		shape is the Earth? How	this?	other evidence can		accurate? Why is it

spring 1 *To be able to where explained will get what we know about 117 Hew drawes used what we know about 117 Hew drawes used particular planet from onther? Why do you think this is compared a calcular that is the evidence south to share? important that we know the mast ison ison compared a calcular that is the evidence south to share? important that we know the mast ison compared a calcular that is the evidence south to share? important that we know the mast ison compared a calcular that is the evidence south to share? important that we know the mast ison compared a calcular that is the evidence south to share? important that we know the mast ison compared to a calcular that is the evidence we know? important that we know the mast ison compared to a calcular that is the evidence with vide? important that we know that is the evidence with vide? important that we know that is the evidence with vide? important that we know the mast ison compared to a calcular that compared that we know we know? important that we know that is the evidence with vide? important that we know that compared that we know we know? important that we know that compared that we know we know? important that we know that compared that we know we know? important that we know we know?				00101			
based on its size and with ve know about particular planet in the size and particular planet from another? Why do you think this is caruff is the scientific state or particular planet from another? Why do you think this is caruff is the scientific state or particular planet from another? Why do you think this is caruff is the scientific state or particular planet from another? Why do you think this is caruff is the scientific state or particular planet from another? Why do you think this information is accurate is not scientific state or particular planet from a geocentric model of planetary? Image does it lock like the most support? Image does it lock like the most support? Spring 1 "To be able to compare and group for the such a long time to change from a geocentric model of planetary? Image does it lock like the such a long time to change from a geocentric model of planetary? Image does it lock like the such a long time to change from a geocentric model of planetary? Image does it lock like the such a long time to change from a geocentric model of planetary? Image does it lock like the such a long time to change does the such a such the such system? Image does it lock like the such a long time to change does the particular planet with you? Image does it lock like the such a long time to change does the particular planet such a long time to change does the lock like such a lock like the control to such the system to lock like the system to lock like the system to lock like the system to lock like		where a planet will go	system	do you know? What		we use to explain	important that we know
what we know about sparticul plant from another/Wu dy our think his compartice skills will we need to asswordur questions? Wu and the evidence to a we model we coplin our reasoning device to asswordur questions? Wu apersude we want to know? The post input not second the widence to a we model asswordur questions? Wu apersude we want to know? Image: the post input not second the widence to a we model asswordur questions? Wu apersude we want to know? Image: the post input not second the widence asswordur questions? Wu apersude we want to know? Image: the post input not second the widence asswordur questions? Wu apersude we want to know? Image: the post input not second the post asswordur questions? Wu apersude we have to get with you? Image: the post input not second the post asswordur questions? Wu apersude asswordur questions? Wu appersude asswordur questions? Wu appersude asswordur questinter asswordur questions? Wu appersude asswordur questio		based on its size and	(heliocentric model)	shape does it look like		that it is the Earth	about scientists from the
if) How for away is a prictular plants Multitype of scientific skill What type of scientific s		what we know about		to you? Which idea has		that is moving? How	past? Who do you believe was
sprticular planet from another 2W day us think this iso Can you spot any patterns? Securific Sells will we need to an the evidence from another 2W that day usestions? What day patterns? What days believe we have looked at 2 How you hav		it? How far away is a	What type of	the most support?		can we model this in	the most important scientist
from another? Winy over think this? based on the evidence order to assure our patterns? based on the evidence order to assure our information? How can we be loaded 07 Hund out this information? How can we be sure our information? How can we be sure our information? How can we be sure our information? based on the evidence will you? How can we explain order to assure our information? understanding of space? Winy day out hink this? understanding of space? understanding of space? Spring 1 Maternits "To be able to evidence from comparite and group together everyday maternits allow evidence from comparite and group together everyday maternits back of evidence from comparite and group together everyday maternits allow evidence from comparite and group together everyday maternits back of evidence from comparite and group together everyday maternits back of evidence from comparite and group together everyday maternits back evidence from comparite and group together everyday maternits back evidence from comparite and group together everyday maternits back evidence from comparite and group together everyday maternits back maternits back evidence from comparite and group together everyday maternits back evidence from comparite and group together everyday maternits and ther soutcance from comparite and group together everyday maternits will dissolve in the soutcance how ho the soutcance how that some maternits will dissolve in the soutcance how ho the soutcance how ho the soutcance how ho the soutcance how h		particular planet	scientific skills will	What do you believe		an effective way?	that contributed to our
de you think this 10 Cary wu spot any patterns? ade to assee au questions? What is our work for an this information? How can be sure our information? How can be sure our information? you have loaded d1? How someone who disagreed with you? our reasoning car this information? our reasoning car this information? our reasoning car this?		from another? Why	we need to use in	based on the evidence		How can we explain	understanding of space? Why
Caryou spot any patterns? Caryou spot any we want to know? weld you persuade someone who disgreed with you? Image: care information accurate?		do you think this is?	order to answer our	you have looked at? How		our reasonina	do you think this? Should the
Spring 1 Materials *To be able to compare and group together everyday materials based on evidence from comparetive and fair tests, including their solubility afforter tiss, including their solubility materials based on evidence from comparetive and fair tests, including their solubility afforter tiss, founding their conductivity of electricity Which materials allow electricity Which materials which materials which materials which materials which materials which materials which materials which materials while accutately using accutately using which materials while ac		Can you spot any	questions? What do	would you persuade		clearly? Does night	credit for a discovery as to
Spring 1 Materials *To be able to compare and group together everydy materials based on existing from compartive and frain tests, including frain compartive and frain tests, including frain tests, including frain compartive and frain tests, including frain tests, including frain compartive and frain tests, including frain compartive and frain tests, including frain compartive and frain compartive and frain tests, including frain compartive and frain compartive and frain tests, including frain compartive and frain frain tests, including frain tests, including		natterns?	we want to know?	someone who discorreed		and day occur at the	one particular person in the
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Sprig 1 Meterials *To be able to evidence from compartive and fair tests, including tests, for the particular. *To compare everyday materials based on everyday materials based on everyday materials based on everyday materials. *To compare everyday materials based on everyday materials. *To compare and group tests conductivity. *To compare and group tests conductivity. *To compare everyday materials based on everyday materials. *To compare and group tests conductivity. *To compare and group tests conductivity. *To compare everyday materials based on everyday materials. *To compare and group tests conductivity. *To compare and group tests conductivity. *To compare and group tests. *To know that some materials will description to a devidence from comparative and far tests, including their conductivity. *To compare tests. *To know that some materials will description to recover a substance from comparative and far tests. *To know that some materials will description to recover a substance from a solution, and description to recover a substance from a solution, and description to recover a substance from			out this	with you.		everywhere on	scientists and engineers who
Sprig 1 *To be able to more and group together everyday materials based on evidence from comparetive and fair tests, including their conductivity of electricity to fee theory and results. *To compare everyday materials based on evidence from comparetive and fair form a good theory from a good together everyday materials based on evidence from comparetive and fair form a good form a good together everyday materials based on evidence from comparetive and fair form a good form a good together everyday materials based on evidence from comparetive and fair form a good form a good together everyday materials based on evidence from comparetive and fair form a good form a good form a good together everyday materials based on evidence from comparetive and fair form a good form a solution, and describe how to substrance from substrance from a solution, and describe how to form a solut			information? How			Forth? Why are time	developed the mission?
Spring 1 *To be able to compare and program *To compare everyday time to change from a geocentric to a heliocentric model of planetary model of planetary model of planetary materials based on evidence from comparative and fair tests, including their conductivity of electricity not entered electricity of electricity of			can we be sure our			zones important?	developed the mission?
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make a material a enquiries. the different states and evaporation and Why is the water
solid or a liquid. Can you name any gases? use a thermometer to condensation. cycle essential to life
How could we group What happens to gas observe temperature What happens to on earth? What might
materials? What when heat is added or changes of water water when it is happen if it did not
differences can you taken away? Can gas be How are ice cubes made? heated? Does the work correctly or too
see between solids, made from a solid and a What is happening to the location of a puddle much water became
liguids and gasses? liguid? Do a gas start particles as they change affect how well it part of the system?
How do we know and finish? How does it state? Can you think of a evaporates? When Why is it called a
whether this is a travel? Can you catch a time when materials are water evaporate or cycle? Do you know
solid, liguid or gas? changed because heat is condensates what is any other scientific
Does how we group added or taken away? Do happening to the cycles?
them change what all liquids freeze? What particles?
we can do with do you think will happen
them? and what are your reasons
for this?

Summer 1	To investigate some	To investigate how	To explain that some	(TAPs assessment- Linked			
Materials	reversible changes	dissolving is an	changes result in the	to DT)			
(cont)	associated with	example of a	formation of new	,			
	melting and freezing	reversible change	materials, and that this	To describe how products			
	(solidifying) and to	and how	kind of change is not	can be cooked or chilled to			
	make connections	evaporation can be	usually reversible.	change the raw			
	with this and their	used to assist in	·····, · · · · · · · · ·	ingredients and how these			
	knowledge of the	bringing the	Is this change	are often examples of			
	properties of solids	products back to	reversible or	irreversible changes.			
	and liquids.	' their original	irreversible? How do	5			
	'	states.	you know? What has	What has changed? What			
			changed? What has	has stayed the same?			
	What do you notice is	What is dissolving?	stayed the same? What	What caused the chemical			
	happening? Why is	What is	is the reactant and the	change to take place?			
	this happening? How	evaporating? What	product in a particular	What is the reactant and			
	is your product	do you notice is	reaction? What caused	product in a particular			
	more/less useful than	happening? How can	the chemical change to	reaction? What are the			
	it was before? How	this be applied	take place? What other	differences between			
	could we change this	within the real	examples of irreversible	reversible and irreversible			
	product back to its	world? What is	changes can you think	changes? Which do you			
	original state? Will it	happening to the	of?	think are most			
	be exactly the same?	particles? Explain		scientifically important			
	Does a reversible	how this is an		and why?			
	change have to	example of a					
	create the exact	reversible change.					
	same product when it						
	is reversed?						
Summer 2	To dissect and label	To learn about	To learn about the	To learn about the	To research the life	To make observations,	
Animals	the parts of a	processes of	lifecycle and	lifecycle and reproduction	cycles of a	as a natural scientist	
Including	flowering plant,	natural and	reproduction of	of mammals and birds	contrasting bird,	would, recording data	
Humans	including male and	artificial asexual	amphibians and insects		insect, amphibian and	and reporting findings	
	temale structures.	reproduction in		To sketch a detailed and	plant		
	*Gladiola dissecting	plants	To sketch a detailed &	annotated zoological	- UK I	To learn about some	
	T 10 1	T 1. 1. 1	annotated zoological	illustration of the	To record life cycles	famous naturalists	
	to record findings as	lo sketch a	illustration of the	lifecycle and reproduction	in the form of	What can you	
	an annotated	detailed &	lifecycle and	of a mammal and bird.	annotated scientific	see/hear/smell?	
	potanical illustration	unnotated botanical	reproduction of an		IIIUSTPATIONS	Can you name any	
	ot a tiowering plant.	illustration of	amphibian and insects.	How do you think	What information do	scientists who are	
		asexual		scientists have developed	you need to find out	naturalists or animal	
	to research the life	reproductive	Why might it be	their understanding of	for you illustration?	behaviourists?	
	cycle and	processes	trickier to make	mammals and birds?	How are you going to	(Charles Darwin, Chris	
	flowening plant		zoological illustrations?		create a scientific	Packham, David	
	nowering plant.					Attenborough)	

			Scier	nce Curriculum Pla	an		
	What is the main difference between the male and female plant? Can you explain the term 'Botanical Illustration?'	To investigate artificial forms of asexual reproduction in plants What do you think the word artificial means in this context? Where do you think a cutting might come from - leaf cuttings or stem cuttings?	Do you think they reproduce sexually or asexually?	Why do you think it is important for scientists to observe in the wild?	illustration for unusual mammals? What sort of sketches do you need to include to show how lifecycles differ?	What patterns in behaviours might they study?	
				Year 6			
Autumn 1 Light		To recognise that light appears to travel in straight lines. Is it possible for light to travel round a corner?	To 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. How could we prove this idea? Is it possible?	To 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. What if light disappeared? Could we survive without light? How would we have to adapt to exist without light?	TAPS Assessment	To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. What is the largest shadow we could make? Could you make a large shadow with a small object and a smaller shadow with a large one?	
Autumn 2 Electricity	To be able to use recognised symbols when representing a simple circuit in a diagram. Which symbol would represent X? How can we remember this?	To be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To recognise and control variables What do you predict will happen	To be able to 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. To take measurements, using a range of scientific equipment with increasing accuracy.	To use test results to make predictions and set up further comparative tests How have your test results affected your predictions? Have any other factors affected this? How can you ensure you will be setting up a fair, comparative test? What must remain the same? What can change?	To report and present findings from enquires in oral and written forms (presentation) What would be the clearest way to present your results?	TAPS ASSESSMENT Light up Christmas decoration & Motor powered vehicle (DT)	

		if? Based on what you have just discovered, what do you think will happen if? Will adding more motors/buzzers affect the brightness of the bulb? Will adding more bulbs affect the volume of the buzzer?	Why has X affected X? What is most effective in changing the brightness of bulbs/speed of motors/volume of buzzers etc?				
Spring 2 Evolution & Inheritance	To know that features can be inherited. Mr Men What do we understand by inheritance? What things do you think are inherited? Can you inherit a sense of humour? Good fashion sense?	To identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. MOTH lesson Is adaptation necessary? Do humans show adaptation?	Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace. Beak lesson Why is it called a theory? Why was his theory so radical when it was first proposed?	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals. First hand observations How were fossils formed and why are they so important in the evolution theory?	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings. Diary Entry Evaluate the role of Mary Anning in fossil discovery. Written outcome.	TAPS ASSESSMENT Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution. Should man have interfered in the development of animals such as selective breeding?	
Summer 1 Living Things and their Habitats		To sort and group animals based on their features. To give reasons for the way they have classified animals. Why should we classify animals? Apart from the obvious (looks) what other attributes might	To describe who Carl Linnaeus was. To explain how living things are classified using the Linnaean system. To classify living things using the Linnaean system. Can you design your own criteria for classification?	To recognise the key features that identify the different invertebrate groups. What features make your creature part of this class? How do you know it does not belong in another group?	To identify types of microorganism. To describe helpful and harmful microorganisms. Do we know everything about micro-organisms now? How do you know?	TAPS ASSESSEMENT Working Scientifically Focus: Record data using classification keys Conceptual Knowledge Focus: classify plants and animals based on specific characteristics	To describe and compare the structure of different cells. To describe the characteristics of different microorganisms. Why is it important that we understand classification of micro-organisms?

Scientists use? How can you prove it What do you think belongs/ does not belong? is the best way to group animals? Is there a best way? there a best way?	
What do you think belongs/ does not belong? is the best way to group animals? Is there a best way? belongs/ does not belong?	
is the best way to group animals? Is there a best way?	
group animals? Is there a best way?	
there a best way?	
Autumn 1 To explore the To identify and name To recognise the impact To describe the ways TAPS Assessment To plan a pattern-so	zekina
Animals question : If you the main parts of the of diet, exercise, drugs in which nutrients Lesson.	5
Including and lifestyle on the way and water are	
Humans human, what would system, and explain the the body functions. transported within	
you need for it to functions of the heart, animals, including What do you want t	<mark>o find</mark>
work? blood vessels and blood. Why is it important to humans.	<mark>find it</mark>
lead a healthy lifestyle? (writing opportunity)	you find
What is the job of the What risks are there if	hink will
heart? Blood vessels? we do not? Are all risks as Why is water so	
Blood? Could we survive dangerous as one another? important to us?	<mark>do you</mark>
without one of them? What is the biggest risk Would our bodies think will happen? H	<mark>ow will</mark>
Which is most to our health? work the same is we	dinas?
important? What is replaced water with	
blood? What is special cola? How much	
about how the heart water is in our body?	
works?	