

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS F1	My Busy Body Biology 1.I can talk about my body. 2.I can name my body parts. 3.I can describe how I can move my body. 4.I can talk about what my body parts are used for.	Wonderful Woods	Fantastic families	On the Farm Biology 1.I can talk about the animals that live on the farm. 2.I can name and describe animals that live on the farm. 3.I can name the young of farm animals. 4.I know how to take care of animals.	Growing and changing Biology 1.I can talk about features of the natural environment. 2.I know what plants need to grow. 3.I can talk about the life cycle of a caterpillar. 4.I know some simple ways that we can take care of our natural world.	Walking through the jungle
F2	My World, Your World	Wonderful Winter Biology 1.I can talk about the seasons of the year. 2.I know the Seasons are a pattern that repeat each year. 3.I can talk about the similarities and differences between the seasons. 4.I can talk about how our environment changes according to the seasons.	Out of this World	Fantastic Food Biology 1.I can talk about why food is important to be healthy. 2.I know the foods that are healthy for my body. 3.I can talk about what a balanced diet is. 4. I can recognise what conditions a seed needs to grow. 5.I know where my food comes from e.g. fruit and vegetable, milk, meat	From the coast to the woods Biology 1.I can talk about animals in different habitats. 2.I know the animals that live in the forest / coast. 3.I can talk about the different habitats and how animals might adapt to survive in their environment.	People who help us
Y1/2 Cycle A	Y1 unit: Animals inc Humans – The Human Body and the Senses Biology 1. I can identify and label different parts of my body. I can say which part of the body is associated with each sense.	Y1/Y2 unit amalgamation: Materials and their properties Chemistry 1. I know objects are made from different materials and I can identify and name them.	Y2 unit: Living things and their habitats Biology 1. I know the differences between things that are living, dead, and things that have never been alive.	Seasonal change Biology Changes across the four seasons including the weather.	Y2 unit: Animals (inc Humans) Biology 1. I know that animal babies look different to their adults. 2. I notice that animals, including humans, have offspring which grow into adults.	Y1 unit: Seasonal change Biology 1. - I can name and describe the different types of weather. - I can identify the seasonal and daily weather patterns in the UK

	2. I know there are 5 senses and I can name them. 3. I can show what I have learnt.	2. I can describe, group and sort materials according to their properties. 3. I can identify materials which are waterproof or water resistant and carry out a simple experiment to prove this. 4. I know using a force can make materials change shape. 5. I can show what I have learnt.	2. I know that there are a variety of different animal habitats and there are reasons why different animals live in them. 3. I know that habitats can sometimes be very small and these are called micro habitats. I know the names of a variety of plants and animals in their habitats, including micro-habitats. 4. I know how animals obtain their food from plants and other animals using the idea of a simple food chain and can identify and name different food sources. 5. I can show what I have learnt		3. I can find out about and describe the basic needs of animals for survival (water, food and air). 4. I can describe the importance for humans of exercise. 5. I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 6. I can describe the importance for humans of eating the right amounts of different types of food. 7. I can find out about and describe the basic needs of animals for survival (water). WS	2. I can link types of weather and the length of the day to the seasons. 3. I can identify hot and cold countries in relation to the equator and the North and South poles 4. I can talk about jobs meteorologists do George James Symons
Y1/2 Cycle B	Y1 unit: Everyday Materials Chemistry 1. I know objects are made from different materials. I can identify and name a range of materials. 2. I can describe and group materials according to their properties I can compare uses of materials. 3. I can choose a suitable material for a specific job – waterproofing. 4. I can choose a suitable material for a specific job – windproofing WS	Seasonal change Biology Changes across the four seasons including the weather.	Y1 unit: Plants Biology 1. I know the name of common plants and flowers. 2. I know the names of common trees and that some trees are deciduous, and some are evergreen. 3. I know how to label the basic parts of a plant. 4. I know plants can be grown as a food source.	Y2: Uses of Everyday Materials Chemistry 1. I know not all materials are the same. 2. I know some materials are stronger than others. 3. I can identify what is the most important feature of a wing 4. I can choose the best material to make a waterproof boat to carry a gingerbread man across the water. 5. I know objects are made from certain	Seasonal change Biology Changes across the four seasons including the weather.	Y2 unit: Plants Biology 1. I can identify some common plants which grow around school. 2. I can observe and describe how seeds and bulbs grow into mature plants. 3. I can observe and describe how seeds and bulbs grow into mature plants. 4. I can find out what things plants need to be able to grow.

	5. I can show what I have learnt *I know some facts about Ole Kirk Christiansen			materials and this is related to their uses. I know using a force can make materials change shape. 6.I know facts about some scientists who invented new materials and how they have helped us. John McAdam, Charles Macintosh and John Dunlop. Link this topic to building.		5. I can draw and label the different stages of a plants' life cycle. 6.I know the parts of a plant we can eat.
Y3	Me and my World Animals (inc humans) Biology 1. I know that humans and some other animals have skeletons and muscles for support and protection. 2. I know that for humans to move, they need to have muscles. 3. I know that there are different food groups which give us nutrients. 4.I know different types of living things eat different foods. 5. I can show what I have learnt.	China – (Dragons) Working Scientifically Physics and Chemistry 1.I know objects can be sorted by weight. 2. I know fire needs certain conditions to burn 3. I know different materials have different elasticity. 4. I know different types of chocolate melt at different rates. 5. I can show what I have learnt.	Stone Age Rocks and soil Chemistry 1. I know that soil is made up from rocks and organic matter 2. I can compare and group different types of rocks. 3. I know different types of rocks are used for different purposes. 4. I know fossils are formed when things that have lived are trapped beneath the rock. I know how fossils are excavated 5. I can show what I have learnt Mary Anning	Survival Plants Biology 1.I know the functions of different parts of flowering plants: leaves. 2. I know the functions of different parts of flowering plants: roots. I know how water is transported within plants. 3. I know the part that flowers play in the life cycle of flowering plants, including pollination (reproduction). 4. I know the role that flowers play in the life cycle of flowering plants, including pollination, seed	Merchant of Venice Forces and magnetism Physics 1.I can explain what a force is and notice that some forces need contact between two objects, but magnetic forces can act at a distance. 2. I can explain what friction is and compare how things move on different surfaces. 3. I can explain how magnets attract some materials and not others. 4. I can describe magnets as having two poles and I can say whether two magnets will attract or repel each other, depending on which poles are facing. 5&6 I notice that some forces need contact between two	Ancient Egypt Light Physics 1.I know that light is needed in order to see things and that dark is the absence of light. 2. I know that light is reflected from surfaces. 3.I know that shadows are formed when light is blocked by an opaque object. 4. I can find patterns in the way that the size of a shadow changes. 5. I know that sunlight can be dangerous and that I must protect my eyes.

				formation and seed dispersal. 5. I can show what I have learnt. Sir David Attenborough	objects, but some forces can act at a distance. Archimedes	
Y4	Inventions Electricity Physics 1. I can explain what electricity is and identify common appliances that run on it. I understand the dangers of electricity and know how to be safe. 2. I can make and identify a simple series circuit. 3. I can use a switch in a circuit. 4. I can identify conductors and insulators. 5. I can show what I have learnt. Benjamin Franklin	Into the Jungle Food chains/ Water Cycle Biology and Chemistry 1. I can explain what a food chain is? 2. I can identify prey and animal groupings. 3. I know how water changes from liquid to gas (evaporation) and from gas to liquid (condensation). 4. I can explain the water cycle. 5. I can show what I have learnt.	The Romans Digestion and Teeth Biology 1&2. I know the main parts of the digestive system in humans I can describe the process of digestion in humans 3. I can identify the different types of teeth in humans and their simple functions I know how to prevent tooth decay 4. I can compare the teeth of carnivores and herbivores 5. I can show what I have learnt.	India Grouping living things /endangered animals Biology 1. I know living things can be grouped in different ways. 2. I know that classification keys can help group, identify and name a variety of living things in their local and wider environment. 3. I can classify animals by their characteristics. 4. I know environmental changes (natural and man-made) can pose a threat to living things. 5. I can show what I have learnt.	The Tempest Sound Physics 1. I know sounds are made by vibrations. 2. I know that vibrations from sounds travel through a medium to the ear and this means we can hear. 3. I know there are patterns between the pitch of a sound and the features of the object that it is made from. 4. I know there are patterns between the volume of a sound and the strength of the vibrations that produced it. 5. I know sound waves can be blocked and this reduces sound. 6. I know that sounds get fainter as the distance from the sound source increases.	Chocolate Changing state Chemistry 1. I can compare and group materials together, according to whether they are solids, liquids or gases. 2. I can observe that some materials change state when heated or cooled and I can record the temperature with a thermometer. 3. I can associate the rate of evaporation with temperature.

Y5	Anglo Saxons 	Africa Earth and Space Physics 1.I can explain that the moon, earth and sun are spherical. I can explain how the planets orbit the sun. 2. I can describe the movement of the moon relative to the Earth. 3. I can explain why we have day and night. 4. I can explain how ideas about the solar system have developed over time. 5. I can show what I have learnt. Copernicus Galileo	Vikings Forces Physics 1.I know what is a force? I can talk about gravity. 2. I know that friction is a force which slows objects movements down. 3. I know that air resistance is a force which slows objects movements down in the air. 4. I know that levers use force to do the work. 5. I can show what I have learnt. Isaac Newton	Ancient Greece Changing materials Chemistry 1. I know solids, liquids and gases mixtures can sometimes be separated, by filtering, sieving and evaporating. 2. I know how to separate a variety of materials. 3. I know some changes result in the formation of new materials, and that this kind of change is usually irreversible. 4. I know some changes result in the formation of new materials, and that this kind of change is usually irreversible. 5.I can show what I have learnt Marie Curie/ Spencer Silver	Macbeth Properties and use of materials Chemistry 1. I know how to compare and group together everyday materials on the basis of their properties, including their hardness, transparency, electrical conductivity and response to magnets. 2. I know the reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 3. I know good insulators can prevent heat loss. 4.I know mixing and changes of state are reversible changes. 5. I know some materials will dissolve in liquid to form a solution. 6. I know some materials will dissolve in liquid to form a solution.	Blue Planet Life cycle and humans Biology 1.I can describe the changes as humans age. 2.I can describe the changes as humans age. 3.I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 4.I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 5.I can describe the differences in the life cycles of an amphibian. 6. I know how different animals are born 7. I can describe the life process of reproduction in some plants
Y6	Animal Kingdom Evolution, inheritance and adaptation Biology 1. I can recognise that living things have changed over time and that fossils provide information about living things that inhabited	WW1 Light Physics 1. I can explain how light travels in straight lines. 2. I know how the eye sees objects. 3. I know how the eye sees in colour.	Mayan Mysteries Animals inc humans Biology 1.I can describe the functions of blood. 2. I can describe the functions of the heart. 3.I can identify and name the main parts of	Freedom	Industrial Revolution Electricity Physics 1. I know how to build different circuits and identify the resistor and power source. I know which scientists played an important part in the discovery of electricity.	Location Location Living things and habitats Biology 1. I know how animals are classified and named 2. I understand how classification keys are used and can sort amphibians.

	the Earth millions of years ago. 2. I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 3. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 4. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 5. I can show what I have learnt. Charles Darwin	4. I can explain how shadows are made. 5. I can show what I have learnt. Thomas Edison	the human circulatory system and describe the functions of blood vessels. 4. I can describe the ways in which nutrients and water are transported within animals, including humans. 5. I can show what I have learnt.		2. I know how to use recognised symbols when representing a simple circuit in a diagram. 3. I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I know the contribution Alessandro Volta made to advancements in electricity. 4. I know that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit. 5. I know the reasons for variations in how components function, including the position of switches. Michael Faraday	3. I can classify invertebrates 4. I can identify trees and measure heights. 5. I can conduct a woodland Study Aristotle /Linnaeus
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People who contributed to our understanding of science and the world

Biology

Physics

Chemistry

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SKILLS	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	To use the following practical scientific methods, processes and skills (adult support may be needed)	To use the following practical scientific methods, processes and skills with increasing confidence	To use the following practical scientific methods, processes and skills -	To use the following practical scientific methods, processes and skills -	To use the following practical scientific methods, processes and skills -	To use the following practical scientific methods, processes and skills -	To use the following practical scientific methods, processes and skills –
Enquiry types to be included – observing change over time, noticing patterns, carry out simple comparative tests, classifying and grouping, and finding things out from secondary sources.							
Questions and enquiry planning	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world 30-50 months Answer how and why questions about their experiences. Make observations of animals and plants ELG	Ask simple questions about the world around us	Ask some relevant questions and use different types of scientific enquiries to answer them (including practical activities).	Ask relevant questions and use different types of scientific enquiries to answer them (including practical activities).	Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Plan and select most appropriate types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Observing	Closely observe what animals, people and vehicles do 30-50 months Make observations of animals and plants 40-60 months Handle equipment and tools effectively	Begin to observe closely using simple equipment – hand lenses, magnets	Observe closely using simple equipment – hand lenses, magnets,	Begins to make systematic and careful observations and where appropriate, take increasingly accurate measurements using standard units using a range of equipment – thermometers, stop watches.	Make systematic and careful observations and where appropriate, take increasingly accurate measurements using standard units using a range of equipment – thermometers, stop watches and data loggers Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used	Begins to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Make their own decisions about what observations to make, what measurements to use and how long to make them for
Pattern seeking	Make links and notice patterns in their experience	To observe simple changes over time and , with guidance, begin to notice	To observe changes over time and , with guidance, begin to notice patterns and relationships	Begin to look for naturally occurring patterns and relationships and decide	Begin to look for naturally occurring patterns and relationships and decide	Begin to identify patterns which might be found in the natural environment.	Look for different causal relationships in their data and identify evidence that refutes or supports their ideas

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		patterns and relationships		what data to collect to identify them.	what data to collect to identify them.		
Measures	Choose resources they need for their chosen activity.	Begin to use non-standard measures	Begin to use standard measures cm mm degrees seconds and minutes, ml l	Begin to observe and measure and record results. Take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately	Observe, measure and record results accurately.	Take accurate and precise measures – N g Kg mm cm minutes seconds, cm ³ V km/h Graphs pie lines	Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.
Investigating	Answer how and why questions about their experiences. Find ways to solve problems and test their ideas	With support perform simple tests, discuss how to find things out and say what has happened in a investigation.	Perform simple tests, discuss how to find things out and say what has happened in an investigation	Set up some simple practical enquiries, comparative and fair tests. Begin to think of more than one variable factor.	Set up simple practical enquiries, comparative and fair tests. Recognise when a fair test is needed and help decide how to set this up. Can think of more than one variable factor.	Begin to use test results to make predictions to set up further comparative and fair tests. Explain how variables need to be controlled and why. Begin to decide when it is appropriate to do a fair test and suggest improvements to their method.	Use test results to make predictions to set up further comparative and fair tests. Explain which variables need to be controlled and why. Suggest improvements to the method and give reasons.
Recording and reporting findings	Create simple representations of events	With support gather and collect simple data and communicate results in pictures and writing. Fill in a given simple table	Gather and record simple data to help answer questions. Record findings in different ways. Show results in a given table.	Gather, record and begin to classify and present data in a variety of ways to help answer questions. Report on findings from enquiries inc oral and written presentations, displays or presentations of results and conclusions. Use notes, simple tables and standard units to record data.	Gather, record, classify and present data in a variety of ways to help answer questions. Record and report findings in different ways including using scientific language, drawings and labelled diagrams, keys, bar charts and tables. Show results in tables and use standard units and decide how to analyse their data	Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Report and present findings from enquiries .Decide how to present data from a choice of familiar approaches.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Report and present findings from enquiries .Decide how to present data from a choice of familiar approaches. Can choose how best to present data.
Identifying, grouping and classifying	Develop ideas of grouping. Know about similarities	With support identify and classify. Observe, identify,	Identify and classify. Observe, identify, compare, describe and	Begin to identify differences, similarities or changes related to simple	Identify differences, similarities or changes related to simple	Begin to use and develop keys and other information	Use and develop keys and other information records to identify,

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	and differences in relation to places, objects, materials and living things.	compare, describe and sort/group objects, materials and living things.	sort/group objects, materials and living things.	scientific ideas and processes. Begin to compare and group according to behaviour or properties, based on testing.	scientific ideas and processes. Compare and group according to behaviour or properties, based on testing.	records to identify, classify and describe living things and materials.	classify and describe living things and materials.
Research	Develop their own narratives and explanations by connecting ideas and events.	Begin to use simple secondary sources to find answers – books and computer (with help)	Use simple secondary sources to find answers – books and computer (with help)	Begin to recognise when and how a secondary source might help to answer questions that cannot be answered through practical investigations.	Begin to recognise when and how a secondary source might help to answer questions that cannot be answered through practical investigations.	Begin to recognise which secondary source will be most useful to research ideas.	Recognise which secondary source will be most useful to research ideas.
Conclusions		Talk about findings, discuss results and say what they might change next time	Begin to use results to draw simple conclusions. Use any evidence to support ideas and make simple cause and effect links.	Begin to use results to draw and support conclusions, make predictions for new values, suggest improvements and raise new questions.	Use results to draw simple conclusions and based on these make predictions for further investigations. Explain their findings linked with test results.	Begin to report findings form past and present enquiries in a variety of ways. Use findings to back up conclusions. Look for causal relationships in data and identify information to uphold or refute scientific findings.	Report findings form past and present enquiries in a variety of ways. Use findings to back up conclusions. Look for causal relationships in data and identify information to uphold or refute scientific findings. Use scientific knowledge to explain findings.
Vocabulary	Builds up vocabulary that reflects the breadth of their experience.	Begin to use some simple scientific language – names, describes and compares objects	Use simple scientific language and science words – names, describes and compares objects (bigger, faster, louder)	Begin to use some scientific language to talk and later write about what they have found out. Begin to use comparative and superlative language (highest, lowest, coldest)	Use some scientific language to talk and later write about what they have found out. Use comparative and superlative language (highest, lowest, coldest)	Begin to read, write and pronounce scientific vocabulary correctly. Begin to use accurate scientific vocabulary and illustrations to discuss, communicate and justify scientific ideas.	Read, write and pronounce scientific vocabulary correctly. Begin to use accurate scientific vocabulary and illustrations to discuss, communicate and justify scientific ideas. Use terms such as trend, unexpected result, generalisation.
Understanding	Explain why some things occur and talk about changes. Develop their own narratives and explanations by connecting ideas or events	Can begin to talk about how science has helped our daily lives eg torches light up the dark. Know science can sometimes be dangerous.	Can talk about how science has helped our daily lives eg torches light up the dark so we can see.. Know science can sometimes be dangerous.	Begin to know in science which things have made our life better eg computers in schools/ hospitals. Can begin to understand there is risk in science.	Know in science which things have made our life better eg computers in schools/ hospitals. Can begin to understand there is risk in science.	Begin to talk about how scientific ideas have changed over time. Think about positive and negative developments. Begin to see how science is used in everyday life.	Talk about how scientific ideas have changed over time. Think about positive and negative developments. Begin to see how science is used in everyday life

							and which areas of our lives rely heavily on it.
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