



### KS3 (Year 7)

Introduction to science particle model  
and separating mixtures  
Forces and gravity and electromagnets  
Organisms Ecosystems  
Acids & alkalis Metals and nonmetals  
Energy and Sound  
Light STEM project

#### The circulatory system (Biology 3 weeks)

(Theme - Understand animals and humans)

Y5 B - Name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  
Y5/6 B - Describe the ways in which nutrients and water are transported within animals, including human.  
Y5/6 A - Give an overview of the circulatory system and what it is made up of.  
Y6 A - Identify similarities and differences between the main parts of the circulatory system.

Y6 D - Relate the circulatory system (blood) to viruses and bacteria and microorganisms (Advent topic).

#### Sustainability Focus - Light pollution (1 week)

Y5/6 B - Describe what light pollution is.  
Y5/6 A - Explain how we can reduce light pollution.  
Y6 A - Explain why reducing light pollution has positive effects for living things.  
Y6 D - Propose small changes within our school setting to reduce the amount of light pollution.

#### Sustainability Focus - Plastic pollution (1 weeks)

Y5/6 B - Describe what plastic pollution is.  
Y5/6 A - Explain the impact of plastic pollution on the planet.  
Y6 A - Present information about plastic pollution around school.  
Y6 D - Persuade the school community to be more aware plastic pollution.

#### Reversible and Irreversible Changes (Chemistry 4 weeks)

(Theme - Investigate material)

Y5 B-Describe how mixtures might be separated, including through filtering, sieving and evaporating  
Y5/6 B - Label how dissolving, mixing and changes of state are reversible changes.  
Y5/6 A - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.  
Y6 A - Compare and contrast materials that have reversible and irreversible changes.  
Y6 D - Investigate and draw conclusions on materials that can and cannot change state.

#### Space (Physics 6 weeks)

(Theme - Understand the Earth's movement in space)

Y5/6 B - Describe the movement of the Earth and other planets relative to the sun in the solar system.  
Y5/6 B - Describe the movement of the moon relative to the Earth.  
Y5/6 B - Describe the sun, Earth and moon as approximately spherical bodies.  
Y5/6 B - Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.  
Y5/6 A - Give an overview of how the Solar System has changed over time by exploring the different views of scientists and mathematicians.  
Y6 A - Compare and contrast views of scientists and mathematicians with current ideas about the Solar System.  
Y6 D - Research the ideas of Aristotle, Ptolemy, Copernicus, Galileo and Newton, to explore how ideas and theories have evolved over time and are still changing.

#### Diet, drugs and lifestyle (Biology 3 weeks)

(Theme - Understand animals and humans)

Y5- describe how the circulatory system supports us during exercise.  
Y5/6 B - Describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  
Y5/6 A - Explain the concept of a balanced diet, inc the 5 food groups.  
Y6 A - Compare and contrast different drugs and the effects they have on the body.  
Y6 D - Investigate multiple sources of evidence to show the impact food/exercise/drugs has on the body.

#### Light (Physics 5 weeks)

(Theme - Investigate light and seeing)

Y5 B - Label a diagram to show how we see  
Y5/6 B - Describe that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  
Y5/6 A - Explain 'Refraction'  
Y6 A - Present information about light traveling in straight lines to explain why shadows have the same shape as the objects that cast them.  
Y6 D - summarise the relationship between angle of light sources and length of shadow

#### Reproduction B (Biology 2 weeks)

(Theme - Living things and their habitats)

Y5 B - Describe the life process of reproduction in some plants and animals  
Y5/6 B- describe the difference between asexual and sexual reproduction in plants.  
Y 5/6 A Compare and discuss results  
Y 6 A- Present evidence to answer the initial enquiry question.  
Y6 A- Propose further investigation questions in relation to reproduction in plants.

#### Reproduction A (Biology 3 weeks)

(Theme - Living things and their Habitats)

Y5 B define sexual reproduction and asexual reproduction  
Y5/6 B - Describe the life process of reproduction in some plants and animals  
Y5/6 A - Compare and contrast the reproductive parts of a plant  
Y6 A - explain the process of pollination.  
Y6 D - Investigate asexual reproduction in plants through 'cloning'

#### Sustainability Focus - Global Warming (2 weeks)

Y5 B - Describe what global warming is  
Y5/6- list the causes of Global warming.  
Y5/6 A - Explain the impact of global warming on living things.  
Y6 A - Identify patterns of global warming in the last ten years.  
Y6 D - Recommend solutions to reduce global warming on a small scale.

#### Forces (Physics 6 weeks)

(Theme - Understand movement, forces and magnets)

Y5 B - Describe how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  
Y5/6 B - Describe the effects of air resistance, water resistance and friction, that act between moving surfaces  
Y5/6 B - Describe how some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect  
Y5/6 A - Explain how friction is useful in every day life examples  
Y6 A - Identify similarities and differences between air resistance, water resistance and friction.  
Y6 D - Draw conclusions from investigations based on forces

#### WR Science Themed projects (2 weeks)

Year A- Melting points

Year B- Thermal conductivity

Y5 B- identify an enquiry question  
Y5/6 B- Research and predict an outcome.

Y5/6 A- Compare and contrast variables to make a decision on what to change.

Y6 A- summarise findings.

Y6 D- Propose changes to be made to improve the investigation

#### Variation (Biology 2 weeks)

(Theme - Understand evolution and inheritance)

Y5 B- Describe the term 'variation'

Y5/6 B - Describe that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Y5/6 A- Explain how people inherit characteristics from their parents.

Y6 A - Explain how characteristics are passed from parents to offspring.

Y6 D - Draw conclusions about what would happen if, for example, labradors are crossed with poodles.

#### Fossils (Biology 3 weeks)

(Theme - Understand evolution and inheritance)

Y5 B- Describe how fossils are formed (when animals and plants die, buried by sediment which is then compacted, minerals in water then replace the skeleton leaving an imprint in the rock.  
Y5/6 B - Describe how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Y5/6 A - Explain why and how fossils provide information about the past.

Y6 A - Present information about Mary Anning and her findings.

Y6 D - Make generalisations based on Mary Anning's findings.

#### Adaptations (Biology 4 weeks)

(Theme - Understand evolution and inheritance)

Y5 B- Identify different adaptations

Y5/6 B - Describe how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution  
Y5/6 A - Explain how animals are more likely or less likely to survive in particular environments e.g. exploring how giraffes' necks get longer or the development of insulating fur on the arctic fox.

Y6 A - Compare and contrast how different animals have adapted to their environment.

Y6 D - Research the work of Charles Darwin and draw conclusions from this.

#### Electricity (Physics 6 weeks)

(Theme - Understand electrical circuits)

Y5 B - Describe and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Y5/6 B - Label recognised symbols when representing a simple circuit in a diagram

Y5/6 A - 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

Y6 A - Explain complete and incomplete circuits and variations between circuits

Y6 D - Investigate and draw conclusions with a variation of circuits and voltages.

#### Sustainability Focus - Renewable energy (1 weeks)

Y5/6 B - Describe what renewable energy is

Y5/6 A - Explain how to use renewable energy

Y6 A - Compare and contrast the different ways that renewable energy can be used to limit the impact of global warming.

Y6 D - Recommend ways in which we could incorporate renewable energy strategies into our local community, providing reasons for this.

#### Living things and their habitats (Biology 6 weeks)

(Theme - Living things and their habitats)

Y5 B- Describe the term 'variation'

Y5/6 B - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Y5/6 A - Explain reasons for classifying plants and animals based on specific characteristics and facts

Y6 A - Identify the similarities and differences between organisms, microorganisms, bacteria, viruses and fungi.

Y6 D - Present and compare findings on the work of Carl Linnaeus.

#### Life cycles (Biology 3 weeks)

(Theme - Living things and their Habitats)

Y5/6 B - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Y5/6 A - Compare and contrast the life cycle of a mammal and human.

Y6 A - Identify the similarities and differences between the life cycles.

Y6 D - Make generalisations about life cycles based on the similarities and differences.

#### Properties of materials (Chemistry 4 weeks)

(Theme - Investigate materials)

Y5/6 B - Describe the comparison of grouped together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Y5/6 B - Describe how some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Y5/6 A - Explain, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Y6 A - Compare and contrast groups of materials based on their properties.

Y6 D - Make generalisations about the uses and suitability of materials for different purposes, using evidence from investigations.

#### Animals including humans (Biology 5 weeks)

(Theme - Understand animals and humans)

Y5/6 B - Describe the changes as humans develop to old age.

Y5/6 A - Provide a chronology of life processes

Y6 A - Identify patterns between gestation periods of different animals.

Y6 D - Draw conclusions as to the whether there is a relationship between the gestation period of an animal and the lifespan.

Year  
B

Year  
A

LKS2



## UKS2

### Electricity (Physics - 4 week)

(Theme - Understand electrical circuits)

- Y3/4 B - Describe common appliances that run on electricity  
Y3/4 B - Create a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  
Y3/4 B - Label whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  
Y3/4 B - Describe how a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  
Y3/4 B - Describe some common conductors and insulators, and associate metals with being good conductors  
Y3/4 A - Explain what's gone wrong in a circuit and why  
Y4 A - Give an overview of an electrical circuit and its components.  
Y4 D - Make generalisations about electrical circuits.

### Data collection B (Biology - 1 week)

- Y3/4 B - Name and identify living things in the local area (beginning of data collection).  
Y3/4 A - Explain how seasonal changes influence plant and animal life.  
Y3/4 A - Compare the data collected.  
Y4 A - Compare and contrast the data collected.  
Y4 D - Make generalisations based on the data collections.

### Sound (Physics - 5 weeks)

(Theme - Investigate sound and hearing)

- Y3/4 B - Describe how sounds are made, associating some of them with something vibrating  
Y3/4 B - Describe how vibrations from sounds travel through a medium to the ear  
Y3/4 B - Label patterns between the pitch of a sound and features of the object that produced it  
Y3/4 B - Label patterns between the volume of a sound and the strength of the vibrations that produced it  
Y3/4 B - Describe sounds get fainter as the distance from the sound source increases  
Y3/4 A - Explain how we hear sounds because an object vibrates  
Y4 A - Present information about the main parts of the inner ear and the roles that they play in how sounds are heard.  
Y4 D - Summarise the difference between louder sounds and quieter sounds.

### Magnets (Physics - 2 weeks)

(Theme - Understand movement, forces and magnets)

- Y3/4 B - Describe parts of a magnet  
Y3/4 B - Name a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  
Y3/4 B - Label magnets as having 2 poles  
Y3/4 B - Describe whether 2 magnets will attract or repel each other, depending on which poles are facing  
Y3/4 A - Identify similarities and differences between magnetic and non-magnetic materials.  
Y4 A - Explain how magnets attract and repel  
Y4 D - Draw conclusions about what will happen when magnets are placed next each other in different ways.

### Forces (Physics - 2 weeks)

(Theme - Understand movement, forces and magnets)

- Y3/4 B - Describe how things move on different surfaces  
Y3/4 B - Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  
Y3/4 A - explain the link between types of surface and friction  
Y4 A - Investigate friction using a fair test  
Y4 D - Justify investigation methods

### Sustainability Focus - Food Waste (1 week)

- Y3/4 B - Name food waste  
Y3/4 B - Name ways we can reduce our food waste  
Y3/4 A - Explain ways we can reduce food waste  
Y4 A - Classify food waste into correct waste category e.g. recycling  
Y4 D - Recommend ways we can reduce food waste in school

### Nutrition and diet (Animals inc humans) (Biology 4 weeks)

(Theme - Understand animals and humans)

- Y3/4 B - Name the right types and amount of nutrition for animals and humans, and that they cannot make their own food; they get nutrition from what they eat.  
Y3/4 A - Explain the different types of nutrition for animals and humans.  
Y4 A - Organise information about food groups  
Y4 D - Recommend a healthy lifestyle for A Year 3/4 child.

### Movement (Animals inc humans) Biology 2 weeks)

(Theme - Understand animals and humans)

- Y3/4 B - Describe that humans and some other animals have skeletons and muscles for movement  
Y3/4 B - Describe how major bones in the human body are connected by joints.  
Y3/4 A - Identify similarities and differences between animal and human joint movement  
Y4 A - Present information about how animals and humans joints move.  
Y4 D - Recommend sources of evidence/artefacts to show how animals and human joints move.

### Sustainability focus - Biodiversity (1 week)

(Theme - Understand plants)

- Y3/4 B - Describe what biodiversity is  
Y3/4 A - Explain how we can increase biodiversity in our local area  
Y4 A - Present information about how we can increase biodiversity in our forest school area  
Y4 D - Draw conclusions on how biodiversity is used in our school.

### Plants A (Biology - 7 weeks)

(Theme - Understand plants)

- Y3/4 B - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  
Y3/4 B - describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  
Y3/4 B - describe the way in which water is transported within plants  
Y3/4 A - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  
Y3/4 A - Explain the process of Germination  
Y4 A - Give an overview of how plants reproduce  
Y4 D - summarise the life cycle of plants

### Rocks (Chemistry - 4 weeks)

(Theme - Investigate materials)

- Y3/4 B - Label different kinds of rocks on the basis of their appearance and simple physical properties  
Y3/4 A - Identify similarities and differences between rocks  
Y4 A - Organise information about rocks based on their properties.  
Y4 D - Investigate the different purposes for rocks e.g. buildings, gravestones, walls, etc.

### Skeletons (Animals inc humans) (Biology 3 weeks)

(Theme - Understand animals and humans)

- Y3 B - Describe that humans and some other animals have skeletons and muscles for Support and protection  
Y3/4 B - Label skeleton and muscles of humans and animals.  
Y3/4 A - Compare skeletons for animals and humans  
Y4 A - Classify groups of animals with and without skeletons.  
Y4 D - Draw conclusions on what would happen if humans did not have skeletons.

### The digestive system. (Biology - 5 weeks)

(Theme - Understand animals and humans)

- Y3/4 B - Describe the simple functions of the basic parts of the digestive system in humans  
Y3/4 B - Name the different types of teeth in humans and their simple functions  
Y3/4 A - Explain the different functions of the human digestive system.  
Y4 A - Give an overview of the digestive system. Inc teeth.  
Y4 D - Investigate the digestive system using multiple sources of evidence.

### Food chains (Biology - 2 weeks)

(Theme - Understand animals and humans)

- Y3/4 B - Create and interpret a variety of food chains, identifying producers, predators and prey  
Y3/4 A - Compare and contrast food chains  
Y4 A - Summarise a range of different food chains, explaining what would happen if...  
Y4 D - Do you agree with the given food chain? Explain why.

### Sustainability Focus - Deforestation (2 weeks)

- Y3/4 B - Describe what deforestation is  
Y3/4 A - Explain the impacts of deforestation on UK and the rest of the world.  
Y4 A - What evidence is there that deforestation is happening across the world?  
Y4 A - What evidence is there that deforestation is happening across the world?

### Data collection C (2 weeks)

- Y3/4 B - Name and identify living things in the local area.  
Y3/4 A - Explain how seasonal changes influence plant and animal life.  
Y3/4 A - Compare the data collected.  
Y4 A - Compare and contrast the data collected.  
Y4 D - Make generalisations based on the data collections.

### Habitats. (Biology - 2 weeks)

(Theme - Living things and their habitats)

- Y3 B - Describe different types of local Habitat and the biodiversity found in them- urban, Rural, woodland, aquatic etc  
Y3/4 B - Create a classification key for plants and animals in our local environment  
Y3/4 A - Present information using a classification key as to why animals/plants live in a certain habitat  
Y4 A - Explain the ways in which humans can impact on habitats to increase biodiversity.  
Y4 D - recommend features needed to create an effective nature reserve within the school grounds

### States of Matter (Chemistry - 7 weeks)

(Theme - Investigate materials)

- Y3/4 B - Name and group materials together, according to whether they are solids, liquids or gases  
Y3/4 B - Describe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  
Y3/4 B - Label the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  
Y3/4 A - Identify the similarities and differences between solids, liquids and gases.  
Y3/4 A - Present information about materials that challenge their definition of solid, liquid or gas and how to categorise them.  
Y4 A - Explain the impact that climate change is having on the water cycle.  
Y4 D - Draw conclusions from investigations about solids, liquids and gases.

### Group and classify living things (Biology - 4 weeks)

(Theme - Living Things and their habitats)

- Y3/4 B - Describe how living things can be grouped in a variety of ways.  
Y3/4 B - Create classification keys to help group, identifying and name a variety of living things in their local and wider environment.  
Y3/4 A - Organise information about different groups based on identifiable features.  
Y4 A - Identify similarities and differences between different groups.  
Y4 D - Investigate their local area to identify and classify different animals.

### Data collection A (Biology - 1 week)

- Y3/4 B - Name and identify living things in the local area (beginning of data collection).  
Y3/4 A - Explain how seasonal changes influence plant and animal life.  
Y3/4 A - Compare the data collected.  
Y4 A - Compare and contrast the data collected.  
Y4 D - Make generalisations based on the data collections.

### Light (Physics 7 weeks)

(Theme - Investigate light and seeing)

- Y3/4 B - Describe that they need light in order to see things and that dark is the absence of light.  
Y3/4 B - Name how light is reflected from surfaces  
Y3/4 B - Describe that light from the sun can be dangerous and that there are ways to protect their eyes  
Y3/4 B - Describe that shadows are formed when the light from a light source is blocked by an opaque object  
Y3/4 B - Describe patterns in the way that the size of shadows change  
Y3/4 A - Explain the difference between different sources of light  
Y4 A - Classify light sources based on the two categories - natural and artificial light  
Y4 D - Investigate the size of shadows over a day.

### Fossils (Chemistry 2 weeks)

(Theme - Investigate materials)

- Y3/4 B - Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  
Y3/4 A - Classify rocks based on whether they have grains, crystals or fossils in them.  
Y4 A - Compare different kinds of living things whose fossils are found in sedimentary rock.  
Y4 D - Draw conclusions of how the fossils might have changed over time.

### Soils (Biology 2 weeks)

(Theme - Investigate materials)

- Y3/4 B - Describe how soils are made from rocks and organic matter  
Y3/4 A - Explain the importance of soil to many living things  
Y4 A - Compare and contrast the different types of soil  
Y4 D - Make generalisations based on what soil is best for absorbing water.

Year  
B

Year  
A

KS1



LKS2

## Sustainability Focus – Wildlife (4 week)

- B – Describe what wildlife do for us
- B – List what we can do for our wildlife
- A – Compare the different wildlife around school
- D – Recommend and make new places for living e.g. bug hotels

## Growing up (Butterfly diary) (Biology – 1 week)

- (Theme – Understand animals and humans)
- B – List the basic needs that humans need to survive
- A – Give an overview how animals, including humans, have offspring that grow into adults
- D – Investigate how the basic needs for survival help humans to grow.

## Plants (bulbs and seeds findings) (Biology – 1 week)

- (Theme – understand plants)
- B – Describe how plants need water, light and a suitable temperature to grow and stay healthy.
- A – Explain how seeds and bulbs grow into mature plants.
- D – Recommend suitable environments for growing plants

## Living things and their habitats (Biology – 7 weeks)

- (Theme – Investigate living things)
- B – Describe the differences between things that are living, dead and things that have never been alive.
- B – Describe that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- B – Name a variety of plants and animals in their habitats, including microhabitats.
- B – Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- A – Compare a variety of animals' and plants' habitats and microhabitats.
- D – Draw conclusions about how animals obtain food from within the food chain.

## Plants (light and dark) Findings (Biology – 1 week)

- (Theme – understand plants)
- B – Describe how plants need water, light and a suitable temperature to grow and stay healthy.
- A – Give an overview how plants grow in different environments.
- D – Recommend suitable environments for growing plants

## Plants (bulbs and seeds) (Biology – 3 week)

- (Theme – understand plants)
- B – Describe how plants need water, light and a suitable temperature to grow and stay healthy.
- A – Give an overview how seeds and bulbs grow into mature plants.
- D – Investigate the impacts of different growing conditions on plants

## Growing up (Biology – 5 week)

- (Theme – Understand animals and humans)
- B – List the basic needs that humans need to survive
- A – Give an overview how animals, including humans, have offspring that grow into adults
- D – Investigate how the basic needs for survival help humans to grow.

Buy butterflies

## Plants (light and dark) (Biology – 3 weeks)

- (Theme – understand plants)
- B – Describe how plants need water, light and a suitable temperature to grow and stay healthy.
- A – Give an overview how seeds and bulbs grow into mature plants.
- D – Investigate the impacts of different growing conditions on plants

## Sustainability Focus – Plastic (1 week)

- B – Describe how plastic is helpful and harmful
- B – List ways we can reduce our plastic waste in school
- A – Compare helpful and harmful plastics
- D – Research ways of reducing plastic in school

## Materials (Chemistry – 6 weeks)

- (Theme – Investigate materials)
- B – Describe the suitability of a variety of everyday materials for different uses
- B – Describe how the shapes of solid objects made from some materials can be changed, bent, twisted and stretched.
- A – Compare the suitability of a variety of everyday materials for different uses
- D – Propose how the shapes of solid objects can be changed

## Sustainability Focus – Growing and cooking 3 weeks

- To use home grown vegetables from earlier planting A, B and C topics.
- B – Describe where food comes from
- B – List what you have planned and grown this year.
- A – Explain where different foods come from

## Seasonal Changes (Physics – 1 week)

- (Theme – Understand the earth's movement in space)
- B – Describe changes in Spring including the weather and day length.
- B – Describe the collection of data recorded about autumn.
- A – Summarise the main changes in the four seasons

Year 2

## Animals' needs for survival (Biology – 4 weeks)

- (Theme – Understand animals and humans)
- B – List the basic needs that animals need to survive- air, food, water, shelter
- B – Describe how different types of animals require different habitats
- A – Identify the similarities and differences between the needs of different types of animal
- D – Summarise understanding what animals and humans needs for survival.

## Humans (Biology – 2 weeks)

- (Theme – Understand animals and humans)
- B – Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
- A – Classify the different types of foods (meat, veg, fruit, sugar)
- D – Recommend a healthy lifestyle to for a Year 2 child.

## Planting C (Biology – 2 weeks)

- (Theme – Understand plants)
- B – List a variety of common wild and garden plants.
- A – Give an overview of the basic structure of a variety of common flowering plants, including trees.

## Plants (Biology – 5 weeks)

- (Theme – Understand plants)
- B – List a variety of common wild and garden plants.
- B – Label the basic structure of a variety of common flowering plants
- A – Identify similarities and differences between flowering plants.

## Planting B (Biology – 1 week)

- (Theme – Understand plants)
- B – List a variety of common wild and garden plants.
- A – Give an overview of the the basic structure of a variety of common flowering plants, including trees.

## Seasonal Changes (Physics – 1 week)

- (Theme – Understand the earth's movement in space)
- B – Describe changes in Spring, including the weather and day length.
- A – Summarise the collection of data recorded about Spring

## Sustainability Focus – Caring for the planet (2 weeks)

- B – Describe why it is important to care for our planet
- B – List the different ways we can care for the planet
- A – Give an overview of the importance for caring for our planet.

## Everyday materials (Chemistry – 6 weeks)

- (Theme – Investigate materials)
- B – Describe the difference between an object and the material from which it is made
- B – Name a variety of everyday materials and their simple physical properties
- A – Compare and group together everyday materials based on their simple physical properties

## Seasonal Changes (Physics 1 week)

- (Theme – Understand the Earth's movement in space)
- B – Describe changes in Winter, including the weather and day length.
- A – Summarise the collection of data recorded about Winter

## Animals (Biology – 6 weeks)

- (Theme – Understand animals and humans)
- B – Name a variety of common animals and their class, bird, amphibian, reptile, mammal, fish.
- B – Name a variety of common animals that are carnivores, herbivores and omnivores
- A – Compare the structure of a variety of common animals.

## Planting A (Biology – 1 week)

- (Theme – Understand plants)
- B – List a variety of common wild and garden plants.
- A – Give an overview of the basic structure of a variety of common flowering plants, including trees. (leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem)

## Seasonal Changes (Physics – 1 week)

- (Theme – Understand the earth's movement in space)
- B – Describe changes in Autumn, including the weather and day length.
- A – Summarise the collection of data recorded about Autumn.

## The Human Body (Biology – 5 weeks)

- (Theme – Understand animals and humans)
- B – Name the basic parts of the human body
- B – List the 5 main senses
- A – Organise information about which part of the body is associated with each sense

Year 1

## Reception

- Explore the natural world around them; making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them; including seasons and changing states of matter.