



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (Understanding the world)	Physical features of themselves/ objects found in Autumn. (Seasonal change/ Animals, including humans.)	Winter (Seasonal change/ states of matter)	What is it made from? (Everyday materials)	Farm animals/ Spring (Animals, including humans/ seasonal change)	Minibeasts/ Plants (Plants, Animals, including humans)	Sea animals/ Summer (Animals, including humans/ seasonal change)
Reception (Understanding the world)	Summer - Autumn Exploration of where they live. (Seasonal change/Living Things and their habitats)	Autumn - Winter (freezing/melting) (Seasonal change, states of matter)	Importance of a bedtime routine, brushing teeth etc. (Animals including Humans/Living Things)	Basic needs of animals / how they are adapted to the environment (simply). Winter - Spring (Animals, including humans, Living things, seasonal change	Life cycle of a plant, animal. (Seasonal Change, Plants, Animals including Humans.)	Sealife Spring - Summer (Seasonal Change, Living Things.)
Year 1	The Human Body (weeks 1-5)  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  Identify, name, draw and label the basic parts of	Materials (weeks 1-5)  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  Describe the simple physical properties of a variety of everyday materials.  TAPS assessment (Week 6) Reflectiveness/ Light  Seasonal changes (week	Plants (week 1)  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Animals (weeks 2-6)  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Animals (week 1-2)  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Caring for the Planet (weeks 3-5)  Working scientifically – Explore the world around them and raise their own questions  .Working scientifically – Using their observations and	Plants (week 1-4)  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  TAPS assessment (Week 5) Plant Structure	Plants (week 1)  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Planting C. (week 2)  Identify and describe the basic structure of a variety of common flowering plants, including trees.
	Identify, name, draw and label the basic parts of the human body and say which part of the body is	Seasonal changes (week Z)	birds and mammals.  Identify and name a  variety of common	and ideas to suggest answers to questions.		plants, including trees. <u>Growing and Cooking</u> (week 3-5)





Clarice Cliff						Clarice Cliff
	associated with each sense	Observe changes across the four seasons.	animals that are carnivores, herbivores	Seasonal Changes		Working scientifically –
	<u>TAPS assessment (Week</u>		and omnivores.	<u>(week 6)</u>		Using their observations and
	<u>6)</u> <u>Animals Including Humans</u>	Observe and describe weather associated with	Describe and compare the structure of a variety	Observe changes across the four seasons.		ideas to suggest answers to questions
		the seasons and how day length varies.	of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Observe and describe weather associated with the seasons and how day length varies.		<u>Seasonal changes</u> (week 6)
	Seasonal changes (week 7)		Identify, name, draw and label the basic parts of	Diantia a D		Observe changes across the four seasons.
	Observe changes across the four seasons.		the human body and say which part of the body is associated with each sense.	Planting B (week 7)  Identify and describe the		Observe and describe weather associated with the seasons and how day
	Observe and describe weather associated with			basic structure of a variety of common flowering		length varies.  TAPS assessment
	the seasons and how day length varies.			plants, including trees.		(Week 7) Seasonal Change
	A : 1 1 5	NA l	Di . (I. I. I. I.)	11.1.11.		
Year 2	Animals needs for survival (Weeks 1-5)	<u>Materials</u> (Weeks 1-4)	Plants (Light and dark) (Weeks 1-4)	<u>Living things and their</u> <u>habitats</u> (Weeks 1-5)	Plants (Bulbs and seeds) (Weeks 1-3)	Growing up (Weeks 1-3)
	Find out about and describe the basic needs	Identify and compare the suitability of a variety of	Find out and describe		Observe and describe how seeds and bulbs	Notice that animals,
	of animals, including	everyday materials,	how plants need water, light and a suitable	Identify that most living things live in habitats to	grow into mature plants.	including humans, have offspring which grow into
	humans, for survival (water, food and air).	including wood, metal, plastic, glass, brick, rock,	temperature to grow and stay healthy.	which they are suited and describe how different	Find out and describe	adults.
	Humans	paper and cardboard for particular uses.	Living things and their	habitats provide for the basic needs of different	how plants need water, light and a suitable	Plants (Bulbs and seeds) (Week 4)
	(Week 6)	Find out how the shapes	<u>habitats</u> (Weeks 5-6)	kinds of animals and plants, and how they	temperature to grow and stay healthy.	Observe and describe
	Describe the importance for humans of exercise,	of solid objects made from some materials can	Identify that most living	depend on each other.	TAPS assessment	how seeds and bulbs grow into mature plants.
	eating the right amounts	be changed by	things live in habitats to	Identify and name a	(Week 4)	
	of different types of food, and hygiene.	squashing, bending, twisting and stretching.	which they are suited and describe how different	variety of plants and animals in their habitats,	<u>Plant growth</u>	<u>Growing up</u> (Week 5)
		TAPS assessment (Week	habitats provide for the basic needs of different	including microhabitats.		Notice that animals,
	TAPS assessment (Week 7)	<u>5)</u> <u>Waterproof Materials</u>	kinds of animals and plants, and how they depend on each other.	Describe how animals obtain their food from plants and other animals,		including humans, have offspring which grow into adults.



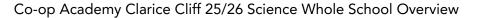


Clarice Cliff						Clarice Cliff
	<u>Hand Spans</u>	Sustainability (Week 6-7)  Working scientifically – Explore the world around them and raise their own questions	Identify and name a variety of plants and animals in their habitats, including microhabitats.	using the idea of a simple food chain, and identify and name different sources of food.  Explore and compare the differences between things that are living, dead, and things that have never been alive. TAPS assessment (Week 6)  Living and non-living  Plants (Light and dark) (Week 7)  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		Wildlife (Week 6-7)  Working scientifically – Asking simple questions and recognising that they can be answered in different ways.
Year 3	Skeletons (Weeks 1-3)  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  Movement (Week 4)  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  TAPS assessment (Week 5)  Animals including humans  Nutrition and diet (Week 6-7)	Food waste (Week 1)  Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them.  Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Rocks (Week 2-4)  Compare and group together different kinds of rocks on the basis of their appearance and	Soils (Weeks 1-4) Recognise that soils are made from rocks and organic matter  Light (Weeks 5-6)  Recognise that they need light in order to see things and that dark is the absence of light.  Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.	Light (Weeks 1-4)  Notice that light is reflected from surfaces.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object  Find patterns in the way that the size of shadows change.  TAPS assessment (Week 5) Light  Plants (Weeks 6-7)	Plants (Weeks 1-3)  Investigate the way in which water is transported within plants.  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  TAPS assessment (Week 4) Plants	Forces (Week 1-2)  Compare how things move on different surfaces.  Magnets (Weeks 3-4)  Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials





Clarice Cliff				Clarice Cliff
		simple physical	Identify and describe the	Observe how magnets
	Identify that animals,	properties	functions of different	attract or repel each
	including humans, need		parts of flowering plants:	other and attract some
	the right types and	<u>Fossils</u>	roots, stem/trunk, leaves	materials and not others.
	amount of nutrition, and	<u>(Week 5-6)</u>	and flowers.	
	that they cannot make			Describe magnets as
	their own food; they get	Describe in simple terms	Explore the requirements	having 2 poles and
	nutrition from what they	how fossils are formed	of plants for life and	predict whether 2
	eat.	when things that have	growth (air, light, water,	magnets will attract or
		lived are trapped within	nutrients from soil, and	repel each other,
		rock.	room to grow) and how	depending on which
			they vary from plant to	poles are facing.
		TAPS assessment (Week	plant.	TABS
		<u>7)</u> <u>Rocks</u>		TAPS assessment (Week
		ROCKS		5)
				<u>Forces and Magnets</u>
				<u>Plants</u>
				(Week 6)
				Explore the requirements
				of plants for life and
				growth (air, light, water,
				nutrients from soil, and
				room to grow) and how
				they vary from plant to
				plant.
				<u>Biodiversity</u>
				(Week 7)
				Made and the H
				Working scientifically –
				Asking relevant questions
				and using different types
				of scientific enquiries to answer them.
				answer them.
				Working scientifically –
				Reporting on findings
				from enquiries, including
				oral and written
				explanations, displays or
				presentations of results
				and conclusions.
				and conclusions.







Year	4
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## Group and classify living things (Weeks 1-3)

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

## TAPS assessment (Week

<u>Living things and their</u> <u>habitats</u>

#### <u>Data collection -A</u> (Weeks 5-6)

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

## State of matter (Week 7)

#### State of matter (Week 1-5)

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## TAPS assessment (Week 6) States of Matter

## Sound (Week 7)

Identify how sounds are made, associating some of them with something vibrating.

#### Sound (Week 1-4)

Recognise that vibrations from sounds travel through a medium to the ear

Identify how sounds are made, associating some of them with something vibrating.

Find patterns between the volume of a sound and the strength of the vibrations that produced it

Find patterns between the pitch of a sound and features of the object that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

### TAPS assessment (Week 5) Sound

## <u>Data collection - B</u> (Week 6)

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways

#### Data collection -B (Week 1)

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

## Electricity (Weeks 2-4)

Identify common appliances that run on electricity.

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

### <u>Data collection - C</u> (Weeks 1-2)

Explore and use

classification keys to help group, identify and name a variety of living things in their local and wider environment. Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions.

Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

## <u>Habitats</u> (Weeks 3-4)

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

#### Deforestation (Week 1)

Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them.

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

## The digestive system (Weeks 2-5)

Identify the different types of teeth in humans and their simple functions.

Describe the simple functions of the basic parts of the digestive system in humans.

# TAPS assessment (Week 6) Animals including humans

#### Food chains (Weeks 6-7)

Construct and interpret a variety of food chains, identifying producers, predators and prey.





Compare and group materials together, according to whether they are solids, liquids or gases.  TAPS assessment Week 57  Working scientifically—Using straightforward scientific evidence to answer questions or to support their findings.  Working scientifically—Using straightforward scientific evidence to answer questions or to support their findings.  Working scientifically—Using straightforward scientific evidence to answer questions or to support their findings.  Working scientifically—Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Property of materials (Week 1-2)  Working scientifically—Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Weeks 1-3  Use the idea of the Earth secures of gravity and the paparent resistance, water for the Earth scotalo to be spineds, relative to the Sun in the solar system.  Use the idea of the Earth scotalo to to explain day and night and the paparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to explaint sense of gravity and the paparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to explaint sense of the Earth's rotation to the sun of the Sun in the solar system.  Use the idea of the Earth's rotation to the Sun of	Clarice Cliff						Clarice Cliff
The state of the s				to help in answering		Recognise that	
### Topics   Property of materials   Week 1-2    Week 1-3    Week		Compare and group		questions.	Recognise some common	environments can	
Year 5  Encres Weeks 1-3)  Lidentify the effects of air resistance and friction that act between moving surfaces.  Explain that unsupported objects fall towards the Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth dead ofter and the paperent movement of the Earth gravity and the paperent movement of the Earth and other movement of the Earth and other to explain day and right and the apparent movement of the Earth and other to explain day and right and the apparent movement of the Earth Because of gravity acting between the Earth and other movement of the Earth and other to explain day and right to the subject of the Earth because of gravity and the apparent movement of the Earth and other to the gravity and the paperent movement of the Earth and other to the gravity and the paperent movement of the Earth and other to the gravity and the apparent movement of the Earth and other to the gravity and the paperent movement of the Earth and other to the gravity and the paperent movement of the Sun of the Earth Sease of gravity and the paperent movement of the Sun of the Earth Sease of gravity and the paperent movement of the Sun of the Earth Sease of gravity and the paperent movement of the Sun of the Earth Sease of gravity and the paperent movement of the Sun of the Earth Sease of gravity and the paperent movement of the Sun of the Earth Sease of the Earth Sease of gravity and the paperent movement of the Sun of the Earth Sease of the Earth Sease of the Earth Sease of the Earth Sease of the E		materials together,			_	change, and that this can	
TAPS assessment Week S1 Energy Week 6-7) Working scientifically— Using straightforward scientific evidence to answer questions or to support their findings.  Working scientifically— Gathering, recording, dassifying and presenting data in a variety of ways to help in answering questions.  Identify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that act between moving surfaces.  Lidentify the effects of air resistance and friction that resistance and friction that resistance are resistance and friction that resistance are resistance and friction that							
Year 5    Forces   Week 1-2    Working scientifically - Using straightforward scientific evidence to answer questions or to support their findings.   Working scientifically - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.   Week 1-2  Week 1-3		they are solids, liquids or			,	to living things.	
Year 5    Forces   Weeks 1-3    Weeks 1-3    Weeks 1-3    Week 1-3		gases.			~ ~		
Year 5  Earces (Weeks 1-3)  Identify the effects of air resistance, water resistance, water resistance, water resistance, water resistance, water and faction that act between moving surfaces.  Explain that unsupported objects fall towards the Earth set and of the Earth set and of the Earth set and not the E					conductors.		
Year 5  Earces (Weeks 1-3)  Identify the effects of air resistance, water resistance, water resistance, water resistance, water resistance, water and first on that act between moving surfaces.  Explain that unsupported objects fall towards the Earth setators and the Earth setators and the Earth setators and the Earth setators and the Earth setators of the Sun movement of the Sun move							
Year 5    Forces   Weeks 1-3    Describe the movement of the Earth, and other presistance, water resistance, water resistance, water resistance, water resistance, water resistance and friction that act between moving surfaces.   Explain that unsupported objects fall towards the Earth's rotation to explain day and night and the apparent on the Earth solution to explain day and night and thermal) and themal and response to magnets.   Flectricity   Energy (Week 6-7)					TAPS assessment (Week		
Year 5    Forces   Weeks 1-3    Describe the movement of the Earth, and other presistance, water resistance, water resistance, water resistance, water resistance, water resistance and friction that act between moving surfaces.   Explain that unsupported objects fall towards the Earth's rotation to explain day and night and the apparent on the Earth solution to explain day and night and thermal) and themal and response to magnets.   Flectricity   Energy (Week 6-7)					<u>5)</u>		
Year 5    Forces   Weeks 1-3							
Year 5    Forces (Weeks 1-4)							
Year 5    Space   Week 1-2    Working scientifically - Using straightforward scientific evidence to answer questions or to support their findings.    Working scientifically - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.    Week 1-2    Week 1-2    Week 1-2    Compare and group together everyday surfaces.   Describe the movement of the Earth, and other resistance, water resistance, water resistance, water resistance and friction that act between moving surfaces.   Describe the movement of the Earth strain to explain day and night and the apparent acting between the Earth secause of gravity acting between the Earth movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the explain day and night and the apparent movement of the Sun in the solar system.   Use the idea of the intervention   Use the differences in the life cycles of in the life cycles of in the life cycles of in the life cycles of in the					Energy		
Year 5  Forces Working scientifically - Using straightforward scientific evidence to answer questions or to support their findings.  Working scientifically - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Property of materials (Weeks 1-4)  Identify the effects of air resistance, water resistance and friction that act between moving surfaces.  Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth movement of the Sun in the apparent movement of the Sun in the solar system.  Use the idea of the Earth, and other backlish and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to objects fall towards the Earth because of gravity and the apparent movement of the Sun in the solar system.  Use the idea of the Earth solation to objects fall towards the Earth because of gravity and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to objects fall towards the Earth because of gravity and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to objects fall towards the Earth because of gravity and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to objects fall towards the Earth because of gravity and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to support the surface to an authority felectrical and thermal) and response to magnets.  Week 1:2)  Use the idea of the Earth's rotation to support the surface to a surface.  Life cycles  Meek 1:3)  Week 1:4)  Use knowledge of solids, liquids and a bird.  Including throward to apparent mind data in the properties, including the properti							
Year 5    Space   Property of materials   Weeks 1-3    Weeks 1-3    Weeks 1-3    Describe the movement of the Earth, and other planets, relative to the Son in the solar system. Surfaces.   Use the idea of the Earth because of gravity acting better the because of gravity acting better the because of gravity acting better the planets and the apparent movement of the Sun   Week 1-2   Weeks 1-3    Use the idea of the Earth because of gravity acting between the Earth   Week 1-2   Weeks 1-3   Use the idea of the Earth srotation to explain day and night acting between the Earth   Week 1-2   Week 1-2   Week 1-2   Week 1-3   Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.   TAPS assessment (Week 1-2   Wing things and their habitats   Week 1-2   Week 1-3   W					(VVCCR O 7)		
Year 5    Space   Property of materials   Weeks 1-3    Weeks 1-3    Describe the movement of the Earth, and other planets, relative to the Son winter acting between the Earth because of gravity acting between the Earth because of gravity acting between the Earth because of gravity acting between the Earth measure of the planets, relative to movement of the Sun mov					Working scientifically		
Year 5  Forces (Weeks 1-4) Identify the effects of air resistance and friction that act between moving surfaces.  Explain that unsupported objects fall towards the Earth's rotation to explain day and night acting between the Earth because of gravity acting between the Earth and the apparent movement of the Sun in the							
Year 5  Eorces (Weeks 1-4) Identify the effects of air resistance, water resistance and friction that act between moving surfaces.  Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the apparent movement of the Sun movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the interval and the apparent movement of the Sun the solar system.  Sun the index of the Earth and other planets, relative to the Sun the solar system.  Sun the interval and proup to support their findings.  Working scientifically — Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Animals including humans (Week 1)  Describe the changes as humans develop to old age.  TAPS assessment (Week 2)  Animals including humans (Week 1)  Identify the effects of air resistance, water of the Earth, and other planets, relative to the Sun the solar system.  Sun the interval and the apparent and the movement of the Earth and other planets, relative to the Sun the solar system.  Sun the interval and interval in the life cycles of a mammal, an amphibian, an insect and a bird.  TAPS assessment (Week 2)  Animals including humans (Week 1)  Life cycles (Meek 1)  Animals including humans (Week 1)  Animals includin							
Year 5  Forces (Weeks 1-4)  Identify the effects of air resistance, water resistance and friction that act between moving surfaces.  Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth water and the apparent and the apparent water and the apparent wa					scientific evidence to		
Year 5  Forces (Weeks 1-4)  Identify the effects of air resistance, water resistance and friction that act between moving surfaces.  Use the idea of the Earth because of gravity acting between the Earth movement of the Sun in the solar system.  Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Animals including humans (Week 1)  Week 1-2)  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.  Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Week 1-2)  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  TAPS assessment (Week 2)  Living things and their habitats  2)  Animals including humans  Week 1-3)  Use knowledge of solids, liquids and gases to explain their habitats  2)  Animals including humans  Week 3-6)  Living things and their habitats  2)  Animals including humans  Week 3-6)  Use knowledge of solids, liquids and gases to explain their habitats  2)  Animals including humans  Week 1-3)  Use knowledge of solids, liquids and gases to explain their habitats  2)  Animals including humans  Week 1-3)  Use knowledge of solids, liquids and gases to explain their habitats  2)  Animals including humans  Week 3-6)  Animals including humans  Week 1-3)  Use knowledge of solids, liquids and gases to explain their habitats  2)  Animals including humans  Week 3-6)  Explain the cause of five from the filter or explain their habitats  2)  Animals including humans  Week 1-3)  Use knowledge of solids, liquids and gases to explain their habitats  2)  Animals including humans  Week 1-3-10  Use knowledge of solids, liquids and gases to explain their habitats  2)  Animals including humans  Week 1-3-10  Use knowledge of solids, liquids and gases to explain their habitats  Animals includ					answer questions or to		
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Weeks 1-4    (Weeks 1-3)   (Weeks 1-2)   (Week 1)   Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.   Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth   Barth		Forese	C n n n	Branarty of matarials		Danza dustion	Dayarsible and
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resistance and friction that act between moving surfaces.  Use the idea of the Earth because of gravity acting between the Earth  Planets, relative to the Sun in the solar system.  Use the idea of the Earth because of gravity acting between the Earth  Planets, relative to the Sun in the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.  Planets, relative to the Sun in the solar system.  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun in the solar system.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to explain day and night and thermal) and response to magnets.  Use the idea of the Earth's rotation to decide how mixtures and insect and a bird.  It in the solar system.  It is a ge.  TAPS assessment (Week 2)  Animals including through filtering, sieving and evaporating evaporating  Demonstrate that		-					Use knowledge of solids.
that act between moving surfaces.  Use the idea of the Earth because of gravity acting between the Earth  Their properties, including their properties, including their hardness, solubility, transparency, conductivity (electrical and the apparent movement of the Sun  Their properties, including their propertie			,				
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objects fall towards the Earth because of gravity acting between the Earth movement of the Sun objects fall towards the Earth because of gravity acting between the Earth movement of the Sun objects fall towards the explain day and night and thermal) and response to magnets.  Life cycles (Week 3-6) Demonstrate that		Explain that unsupported	Earth's rotation to				
Earth because of gravity and the apparent response to magnets.  Life cycles humans  (Week 3-6)  Demonstrate that			explain day and night			Animals including	
acting between the Earth   movement of the Sun   (Week 3-6)   Demonstrate that					<u>Life cycles</u>	9	'
							Demonstrate that
		and the falling object.	across the sky.	Give reasons, based on	Describe the differences	Reversible and	dissolving, mixing and
evidence from in the life cycles of a <u>irreversible changes</u> changes of state are			1	evidence from	in the life cycles of a	irreversible changes	
Recognise that some comparative and fair mammal, an amphibian, (Week 3-4) reversible changes.		Recognise that some		comparative and fair	mammal, an amphibian,		reversible changes.
mechanisms, including tests, for the particular an insect and a bird.		mechanisms, including		tests, for the particular	an insect and a bird.		





Clarice Cliff						Clarice Cliff
	levers, pulleys and gears,	Describe the movement	uses of everyday		Know that some	Explain that some
	allow a smaller force to	of the Moon relative to	materials, including		materials will dissolve in	changes result in the
	have a greater effect	the Earth.	metals, wood and plastic.	<u>Reproduction</u>	liquid to form a solution,	formation of new
			l	<u>(Week 6-7)</u>	and describe how to	materials, and that this
	TAPS assessment (Week	TAPS assessment (Week	TAPS assessment (Week		recover a substance from	kind of change is not
	<u>5)</u>	<u>4)</u>	<u>3)</u>	Describe the differences	a solution	usually reversible,
	<u>Forces</u>	Earth and Space	Properties and changes of	in the life cycles of a		including changes
	<u>Space</u>	Global warming	<u>materials</u>	mammal, an amphibian,	Use knowledge of solids,	associated with burning,
	<u>(Weeks 6-7)</u>	(Week 5)	Animals including	an insect and a bird.	liquids and gases to	and the action of acid on
		(Week 3)	humans		decide how mixtures	bicarbonate of soda.
	Describe the Sun, Earth	Working scientifically –	(Week 4-6)		might be separated,	<b>5</b> 1 11
	and Moon as	Identifying scientific	(VVEER 4-0)		including through	Plastic pollution
	approximately spherical	evidence that has been	Describe the changes as		filtering, sieving and	(Week 4)
	bodies.	used to support or refute	humans develop to old		evaporating	W 1: C : .:C II
		ideas or arguments.	age.			Working Scientifically -
			l age.			Identifying scientific
		<u>Property of materials</u>				evidence that has been
		(Week 6-7)				used to support or refute
		<del></del>				ideas or arguments.
		Compare and group				Working Scientifically -
		together everyday				Reporting and presenting
		materials on the basis of				findings from enquiries,
		their properties,				including conclusions,
		including their hardness,				causal relationships and
		solubility, transparency,				explanations of and
		conductivity (electrical				degree of trust in results,
		and thermal) and				in oral and written forms
		response to magnets.				such as displays and
		-				other presentations.
						outer presentations.
						Reproduction
						(Weeks 5-7)
						Describe the life process
						of reproduction in some
						plants and animals.
Year 6	Living things and their	Electricity	Light	The circulatory system	Adaptation	<u>Fossils</u>
leal o	<u>habitats</u>	<u>(Week 1-3)</u>	(Week 1)	<u>(Week 1)</u>	<u>(Weeks 1-2)</u>	<u>(Weeks 1)</u>
	<u>(Weeks 1-5)</u>					
		Use recognised symbols	Use the idea that light	Identify and name the	Identify how animals and	Recognise that living
	Describe how living	when representing a	travels in straight lines to	main parts of the human	plants are adapted to suit	things have changed over
	things are classified into	simple circuit in a	explain why shadows	circulatory system, and	their environment in	time and that fossils
	broad groups according	diagram.	have the same shape as	describe the functions of	different ways and that	provide information
	to common observable		l			about living things that





characteristics and based on similarities and differences, including microorganisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics.

## TAPS assessment (Week

Classification

Electricity (Week 7)

Use recognised symbols when representing a simple circuit in a diagram.

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.

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

## TAPS assessment (Week 4) Electricity

## Renewable energy (Week 5)

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

Working scientifically – Reporting and presenting findings from enquiries in oral and written forms such as displays and other presentations.

## <u>Light</u> (Weeks 6-7)

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Use the idea that light travels in straight lines to

the objects that cast them.

Recognise that light appears to travel in straight lines.

## TAPS assessment (Week 2) Light

#### <u>Light pollution</u> (Week 3)

Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.

Working scientifically – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

## The circulatory system (Week 4-6)

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Describe the ways in which nutrients and water are transported within animals, including humans.

the heart, blood vessels and blood.

## TAPS assessment (Week 2)

Animals including humans

## <u>Diet, drugs and alcohol</u> (Week 3-4)

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

## <u>Variation</u> (Week 5-6)

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## Adaptation (Week 7)

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

adaptation may lead to evolution.

TAPS assessment (Week 3)
Evolution and Inheritance

#### <u>Fossils</u> (Weeks 4)

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

inhabited the Earth millions of years ago.

#### Consolidation (Week 2-4)

## Themed project (Week 5-7)

Working scientifically -Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Working scientifically -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Gather, record and classify data – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Answer questions and make conclusions – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms





Clarice Cliff			Clarice Cliff
	explain that objects are seen because they give		such as displays and other presentations.
	out or reflect light into		
	the eye.		Evaluate – Using test results to make
			predictions to set up
			further comparative and
			fair tests.