

Year 1	<p align="center">How do the season impact on what we do? (link to Geography – Where to the leaves go in Winter?)</p> <p align="center">- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. Observe changes in the school grounds. Trees, plants and flowers, animals</p>					
	<p>AUTUMN</p> <p>Which materials should the Three Little Pigs have used to build their house?</p> <ul style="list-style-type: none"> - Distinguish between object and materials used. - Name everyday materials. - Describe properties of materials. - Compare and group materials based on simple properties. <p>Use the forest area to build houses for the three little pigs/a den for the wolf. Look at brick work around school</p>	<p>AUTUMN / WINTER</p>	<p>WINTER</p> <p>Why are humans not like tigers?</p> <ul style="list-style-type: none"> - Identify and name common animals. - Identify and name common carnivores, herbivores and omnivores. - Compare the structure of common animals. - Identify, name, draw and label the basic parts of the human body. <p>Look for animals/minibeasts in the school grounds</p>	<p>SPRING</p>	<p>SPRING/SUMMER</p> <p>Which birds and plants would Little Red Riding Hood find in our park/school grounds?</p> <ul style="list-style-type: none"> - Identify and name common plants. - Describe basic structure of flowering plants. <p>Use the school grounds to identify birds, flowers and plants</p>	<p>SUMMER</p>
Year 2	<p>What is our school made of? (Every Day Materials)</p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials. - Find out how the shapes of solid objects made from some materials can be changed <p>Use the school grounds to identify materials and their uses.</p>		<p>How will 5 a day help me be healthy? (Animals inc Humans)</p> <ul style="list-style-type: none"> -Notice that animals, including humans, have offspring, which grow into adults; -Find out about and describe the basic needs of animals, including humans for survival. -Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. <p>Identify animals living within the school grounds and how they can survive.</p>		<p>How can we help the gardeners of the world? (Plants)</p> <ul style="list-style-type: none"> -Observe and describe how seeds and bulbs grow into mature plants; -Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. <p>Plant seeds and bulbs in the school garden</p>	<p>Why would a dinosaur not make a good pet?(Living Things and their habitats)</p> <ul style="list-style-type: none"> -Explore and compare differences between things that are living, dead and things that have never been alive -Identify and name a variety of plants and animals in their habitats and describe different habitats. - Describe how animals obtain their food from plants and other animals. simple food chains. <p>Use the school grounds to identify sources of food. Look for animals and their habitats. Name plants found in the school grounds.</p>
Year 3	<p>What do rocks tell us about the formation of the Earth?</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks • describe in simple terms how fossils are formed 		<p>Are you attractive enough?</p> <ul style="list-style-type: none"> • observe how magnets attract or repel each other and attract some materials and not others • describe magnets as having two poles 	<p>How did that blossom become an apple? -</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 	<p>How far can you throw your shadow? -</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light 	<p>How can Usain Bolt move so quickly? -</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition.

	<ul style="list-style-type: none"> recognise that soils are made from rocks and organic matter <p>Collect different rock types from the grounds.</p>		<p>Find magnetic materials around the school.</p>	<ul style="list-style-type: none"> explore the requirements of plants for life and growth <p>Use the school garden to sow and grow seeds.</p>	<ul style="list-style-type: none"> notice that light is reflected from surfaces understand how shadows are formed. 	<ul style="list-style-type: none"> skeletons and muscles
Year 4	<p>How could we cope without electricity for one day?</p> <ul style="list-style-type: none"> Identify common appliances Construct simple circuits including switches Common conductors and insulators Alternative sources of energy 	<p>What happens to the food we eat?</p> <ul style="list-style-type: none"> simple functions of basic parts of digestive system, types of teeth Food chains, producers, predators and prey <p>Life-size food chain/ web</p>	<p>Why are the sounds that 'One Direction' make enjoyed by so many?</p> <ul style="list-style-type: none"> identify how sounds are made, - explore vibrations and how they travel Investigate the pitch of a sound find patterns between: volume of a sound and strength of the vibrations, sounds and distance <p>Exploring sounds in the environment – how far does a sound travel?</p>	<p>How would we survive without water?</p> <ul style="list-style-type: none"> Compare and group solids, Liquids and Gases - Changing states when heating and cooling Identify evaporation and condensation <p>Melting and evaporating – fire pit</p>		<p>Which wild animals and plants thrive in your locality?</p> <ul style="list-style-type: none"> Identify and name a variety of living things (plants and animals) in the local and wider environment and group them use classification keys to group, identify and name Recognise that environments can change and can pose dangers <p>Use of hide – identifying species</p>
Year 5	<p>What is our place in the universe? - Earth and Space - Earth relative to the Sun, Moon relative to the Earth -Earth's rotation/ Day and Night/ Seasons</p> <p>Possible Observatory visit</p>	<p>Can you feel the force? - Forces - Gravity/ Air resistance/ Water resistance/ Friction</p>		<p>Could you be the next CSI investigator? – Properties and changes of materials - Dissolving/ Evaporating/ Filtering/ Reversible and irreversible changes</p>	<p>Do all animals and plants start life as an egg? – Living things and their habitats -Life cycles of plants and animals -Birth, growth, development and reproduction</p>	<p>How different will you be when you are as old as your grandparents? Animals (including Humans) - Changes as humans develop from birth to old age</p>
Year 6	<p>What would a journey through your body look like?</p> <ul style="list-style-type: none"> Animals including humans Circulatory system Diet, exercise and drugs 	<p>Could you be the next Nintendo apprentice?</p> <ul style="list-style-type: none"> Electricity variations symbols 	<p>Have we always looked like this?</p> <ul style="list-style-type: none"> Evolution and inheritance Fossils offspring adaptations 	<p>How can you light up your life?</p> <ul style="list-style-type: none"> Light shadows 	<p>Could Spiderman really exist?</p> <ul style="list-style-type: none"> Living things and their habitat Classification through characteristics <p>Use of grounds to explore habitats</p>	