

Reception	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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 the seasons and changing states of matter. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		
Year 1	Working Scientifically <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 		
	How do the season impact on what we do? (Seasons) <ul style="list-style-type: none"> • Observe changes across the 4 seasons. • Observe and describe weather associated with the seasons and how day length varies. <p>Observe changes in the school grounds. Trees, plants and flowers, animals Scientist - George James Symons</p>		
	Autumn	Spring	Summer
Which materials should the Three Little Pigs have used to build their house? (Materials) <ul style="list-style-type: none"> • 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. • Compare and group together a variety of everyday materials on the basis of their simple physical 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 Scientist - Charles Macintosh</p>	Why are humans not like tigers? (Animals, including humans) <ul style="list-style-type: none"> • 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 the human body and say which part of the body is associated with each sense. <p>Look for animals/minibeasts in the school grounds Scientist - Linda Brown Buck</p>	Which birds and plants would Little Red Riding Hood find in our park/school grounds? (Plants) <ul style="list-style-type: none"> • 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 <p>Use the school grounds to identify birds, flowers and plants Scientist - Jane Colden</p>	
Year 2	Working Scientifically <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 		
	Autumn	Spring	Summer
	What materials is our school made of? (Materials) <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Use the school grounds to identify materials and their uses. Scientist – John McAdam</p>	How will 5 a day help me be healthy? (Animals, including humans) <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 (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Identify animals living within the school grounds and how they can survive.</p>	How can we help the gardeners of the world? (Plants) <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 a suitable temperature to grow and stay healthy. <p>Plant seeds and bulbs in the school garden Scientist - Tim Smit</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 the differences between things that are living, dead, and things that have never been alive. • Identify 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. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • 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. <p>Look for animals and their habitats. Name plants found in the school grounds. Scientist – Rachel Carson</p>	<p>Article 27 – Every child has the right to a standard of living that is good enough to meet their needs. Scientist – George Mottershead</p>	
<h1>Year 3</h1>	<p>Working Scientifically</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. 		
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p>What do rocks tell us about the formation of the Earth? (Materials)</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. <p>Collect different rock types from the grounds. Scientist – Inge Lehmann</p>	<p>Are you attractive enough? (Forces and Magnets)</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having 2 poles. • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <p>Find magnetic materials around the school. Scientist – William Gilbert</p> <p>How did that blossom become an apple? (Plants)</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • 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. • 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. <p>Use the school garden to sow and grow seeds. Article 29: Your education should help you to use and protect the environment. Article 13: You have the right to find out. Scientist – Sir Joseph Banks</p>	<p>How far can you throw your shadow? (Light)</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. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • 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 changes. <p>Scientist – Thomas Edison</p> <p>How can Usain Bolt move so quickly? (Animals, including humans)</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Article 24: You have the right to the best health care possible and information to help you stay well. Scientist – Marie Curie</p>
<h1>Year 4</h1>	<p>Working Scientifically</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. 		

	Autumn	Spring	Summer
	<p>How could we cope without electricity for one day? (Electricity)</p> <ul style="list-style-type: none"> 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. Recognise some common conductors and insulators, and associate metals with being good conductors. <p>Make circuits Scientist – Maria Telkes</p>	<p>Why are the sounds that ‘One Direction’ make enjoyed by so many? (Sounds)</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. <p>Exploring sounds in the environment – how far does sound travel? Scientist – Alexander Graham Bell</p>	<p>How would we survive without water? (Materials)</p> <ul style="list-style-type: none"> 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. <p>Melting and evaporating Scientist – Lord Kelvin</p>
	<p>What happens to the food we eat? (Animals, including humans)</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Life-size food chain/web Scientist – Washington Sheffield</p>		<p>Which wild animals and plants thrive in your locality? (Living things and their habitats)</p> <ul style="list-style-type: none"> 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. Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Use of hide – identifying Scientist – Gerald Durrell</p>
Year 5	<p>Working Scientifically</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. 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. Identifying scientific evidence that has been used to support or refute ideas or arguments. 		
	Autumn	Spring	Summer
	<p>GSK Project Children Challenging Industry</p>	<p>Can you feel the force? (Force)</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. <p>Scientist – Sir Isaac Newton</p>	<p>Do all animals and plants start life as an egg? (Living things and their habitats)</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p>Scientist – Eva Crane</p>
<p>What is our place in the universe? (Earth and Space)</p> <ul style="list-style-type: none"> Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. <p>Scientist – Neil DeGrasse Tyson</p>	<p>Could you be the next CSI investigator? (Materials)</p> <ul style="list-style-type: none"> 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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. <p>Scientist – Stephanie Kwolek</p>	<p>How different will you be when you are as old as your grandparents? (Animals, including humans)</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Scientist – David Attenborough</p>	

Year 6

Working Scientifically		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. 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. Identifying scientific evidence that has been used to support or refute ideas or arguments. 		
GSK Project Children Challenging Industry	Could you be the next Nintendo apprentice? (Electricity) <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram. Scientist – Steve Jobs	How can you light up your life? (Light) <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 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 explain why shadows have the same shape as the objects that cast them. Scientist – Lewis Howard Latimer
What would a journey through your body look like? (Animals, including humans) <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Scientist – Dr William Hale Williams	Have we always looked like this? (Evolution and inheritance) <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Scientist – Mary Leakey, Charles Darwin	Could Spiderman really exist? (Living things and their habitats) <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Use of grounds to explore habitats Scientist – Libby Hyman