

<u>Class</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
1 A	<p>Animals including humans Ourselves – The 5 senses</p> <p>Autumn – Seasonal Changes</p>	<p>Trees – Deciduous and Evergreen</p> <p>Winter</p>	<p>Everyday Materials</p> <p>Weather – Seasonal Changes</p>	<p>STEM</p> <p>Spring</p>	<p>Animals including Humans:- Dinosaurs Pets Farm Animals</p>	<p>Plants:- Sunflowers Animals including humans Minibeasts</p> <p>Conservation</p>
1 B	<p>Everyday materials</p>	<p>Plants:- life cycle and parts of a pumpkin plant Trees – deciduous and evergreen</p>	<p>STEM – Rosie Revere, Engineer</p> <p>Forces Electricity Magnetism Sound</p>	<p>Animals including humans Ourselves – The Five Senses</p>	<p>Plants – beans</p> <p>Animals – Life cycle of a butterfly Life cycle of a frog</p>	<p>Animals including humans Identifying animals – Birds Native British Animals Animals that live in and around our seas and oceans.)</p>

2 A	<p>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>Uses of everyday materials</p> <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>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 change 	<p>STEM</p> <p>Durham University</p> <p>Science into Schools Module</p>	<p>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>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
2 B	<p>Animals, including 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 (water, food and air) •describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Forces</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 	<p>Magnets</p> <ul style="list-style-type: none"> •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>STEM</p> <p>Durham University</p> <p>Science into Schools Module</p>	<p>Rocks</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>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 a suitable temperature to grow and stay healthy

3 A	<p>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>Properties and changes of 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 	<p>Forces</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 	<p>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 	<p>STEM</p> <p>Beamish Crank it Up Mrs Ayre Ambassador</p>	<p>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
3 B	<p>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>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 	<p>States of matter</p> <ul style="list-style-type: none"> •compare and group materials together, according to whether they are solids, liquids or gases •identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Sound</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 source increases 	<p>STEM</p> <p>Beamish Crank it Up Mrs Ayre Ambassador</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> •describe the changes as humans develop to old age

<p>4 A</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> •I can 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 •I can give reasons for classifying plants and animals based on specific characteristics. 	<p>Light</p> <ul style="list-style-type: none"> •I can 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 •I can 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 •I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> •I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago •I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents •I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> •I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood •I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function •I can describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Electricity</p> <ul style="list-style-type: none"> •I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit •I can 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 •I can use recognised symbols when representing a simple circuit in a diagram. 	
<p>4 B</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> •I can 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 •I can give reasons for classifying plants and animals based on specific characteristics. 	<p>Light</p> <ul style="list-style-type: none"> •I can 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 •I can 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 •I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> •I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago •I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents •I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> •I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood •I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function •I can describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Electricity</p> <ul style="list-style-type: none"> •I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit •I can 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 •I can use recognised symbols when representing a simple circuit in a diagram. 	

