



	Autumn		Spring		Summer	
EYFS	Marvellous Me	Winter Wonderland	Once Upon a Time	The Circle of Life	The Great Outdoors	Splash!
Continuous provision	<p>Seasons - discussions and observations.</p> <p>Human Body - muscles, skeleton, teeth and skin</p> <p>Life cycles - Human</p> <p>Healthy food - sorting and classifying.</p>	<p>Habitats - bears African animals</p> <p>Space - Name planets in the solar system</p> <p>Shadows</p> <p>Animals - herbivores, carnivores, omnivores.</p>	<p>Plants - growing beanstalks.</p> <p>Investigation - what happens with no light/water.</p> <p>Materials - properties of different materials.</p>	<p>Materials - uses and discussion about their properties.</p> <p>Wool, cotton, plastic, wood.</p> <p>Life cycles - Chick</p> <p>Animals - baby animal names.</p> <p>Classification - types of cows and horses. Where does milk come from?</p> <p>Floating and sinking - experiment.</p> <p>Seasons - changes from Autumn to Spring.</p>	<p>Life cycles - Spiders, caterpillars.</p> <p>Animals - making a bug hotel.</p> <p>Classifying ladybirds.</p> <p>Researching minibeasts.</p> <p>Plants - soil and compost.</p> <p>Seasons - changes from Spring to Summer.</p>	<p>Living things and animals - ocean animals.</p> <p>Observations of animals under the sea and shells.</p> <p>Floating and sinking - sorting items that sink or float.</p> <p>Materials - best materials to make a pirate ship,</p>
Year1	Paws, Claws, Whiskers	Superheroes are Us!	Moon Zoom	Memory Box	The Enchanted Woodland	Bright Lights, Big City
<p>PLAN</p> <p>DO</p> <p>RECORD</p> <p>REVIEW</p>	<p><u>Everyday Materials:</u> Exploring Everyday Materials</p> <p>Big Q - Which object is the bendiest? Enquiry: Comparative/Fair Testing</p>	<p><u>Everyday Materials:</u> Uses of Everyday Materials</p> <p>Big Q - Which materials are fit for an astronaut? Enquiry: Classifying</p>	<p><u>Animals Including Humans:</u> About Animals</p> <p>Big Q - What source can I use to name animals I don't know? Enquiry: Researching</p>	<p><u>Animals Including Humans:</u> About Me</p> <p>Big Q - What if everything tasted the same? Enquiry: Comparative/Fair Testing</p>	<p><u>Plants:</u> Introduction to Plants</p> <p>Big Q - Is this true? The bigger the plant, the bigger the leaf? Enquiry: Pattern Seeking</p>	<p><u>Seasonal Changes</u></p> <p>Big Q - Can I make observations of daylight hours? Teddy Bear to go home. Record when its dark and he goes to bed. Enquiry - Observing Over Time</p>
	<p><u>Working Scientifically:</u></p> <ol 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. 		<p><u>Working Scientifically:</u></p> <ol style="list-style-type: none"> Observing closely, using simple equipment. Identifying and Classifying. Using their observations and ideas to suggest answers to questions. Gathering and Recording data to help in answering questions. 		<p><u>Working Scientifically:</u></p> <ol style="list-style-type: none"> 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. 	

						<p><u>Links to Forest School -</u> Identify the four seasons. Nature - Discuss the seasons and changes.</p> <p>Links to Outdoor Learning - (Prior Learning) Know where birds live and what they need. Create bird feeders.</p> <p>Research-Are there plants that are in flower in every season? What are they?</p>	
Year 2	Animals Take Over!	Fire! Fire!	Who lives in a castle?				
PLAN DO RECORD REVIEW	<u>Living Things and Their Habitats:</u> Habitats from Around the World Big Q - Can I name a variety of plants and animals in their habitats, including microhabitats? Enquiry - Identification and Classification	<u>Animals including Humans:</u> All about Diet and Exercise Big Q - How much fat content are there in crisps? Enquiry - Comparative/Fair Testing	<u>Animals Including Humans:</u> Growth Big Q - Can I match adult animals to their young? What would happen if animals did not have young? Enquiry - Researching	<u>Everyday Materials</u> Big Q - Which material is best to make an aeroplane? Enquiry - Comparative/Fair Testing	<u>Living Things and their Habitats</u> Big Q - Have you ever seen an animal searching for food? Enquiry - Exploration *Visit Habitats throughout the year.	<u>Plants:</u> Plants Growth and Care Big Q - Does it matter which way round you plant a bulb or seed? Enquiry - Pattern Seeking	
	<u>Working Scientifically:</u> 3. Observing closely, using simple equipment. 3. Performing simple tests 4. Identifying and Classifying. 5. Using their observations and ideas to suggest answers to questions.	<u>Working Scientifically:</u> 1. Asking simple questions and recognising that they can be answered in different ways. 2. Observing closely, using simple equipment. 3. Performing simple tests 4. Identifying and Classifying. 5. Using their observations and ideas to suggest answers to questions. 6. Gathering and Recording data to help in answering questions.	<u>Working Scientifically:</u> 2. Observing closely, using simple equipment. 3. Performing simple tests 4. Identifying and Classifying. 6. Gathering and Recording data to help in answering questions.	<u>Working Scientifically:</u> 2. Observing closely, using simple equipment. 3. Performing simple tests 4. Identifying and Classifying. 5. Using their observations and ideas to suggest answers to questions.	<u>Working Scientifically:</u> 2. Observing closely, using simple equipment. 3. Performing simple tests 6. Gathering and Recording data to help in answering questions.		
					<u>Links to Forest School -</u> Identify and name a variety of plants and animals in a microhabitat. Make a Bug Hotel Nature - Identify three		

					trees/plants in Forest School. Tool Talk - Using loopers to create something from natural materials.	
Year 3	Stone Age Bone Age		Rainforests		Romans	
PLAN DO RECORD REVIEW	<u>Animals including Humans:</u> Big Q - How fast can you jump a mile? Enquiry - Comparative and Fair Testing	<u>Rocks</u> Big Q - Which rock would be best for a skate ramp? Enquiry - Research	<u>Plants:</u> Exploring the World of Plants *Gather changes to plants over the year. Big Q - How can you tell if something is a plant? Enquiry - Identification and Classification	<u>Plants:</u> Life Cycles Big Q - Have you ever noticed a plant growing in the cracks in the pavement? How did it get there? Enquiry - Observation Over Time	<u>Light</u> Big Q - Can I use shadows to tell the time? Enquiry - Comparative and Fair Testing	<u>Forces and Magnets</u> Big Q - Have you ever ridden your bike or scooter off the pavement? What happened and why did it happen? Enquiry - Exploration
	<u>Working Scientifically:</u> 1. Asking relevant questions and using different types of scientific enquiries to answer them. 2. Setting up simple practical enquiries, comparative and fair tests. 3. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 7. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 8. Identifying differences, similarities or changes related to	<u>Working Scientifically:</u> 2. Setting up simple practical enquiries, comparative and fair tests. 4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 7. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	<u>Working Scientifically:</u> 1. Asking relevant questions and using different types of scientific enquiries to answer them. 2. Setting up simple practical enquiries, comparative and fair tests. 4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 7. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 9. Using straightforward scientific evidence to answer questions or to support their findings.	<u>Working Scientifically:</u> 2. Setting up simple practical enquiries, comparative and fair tests. 4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 9. Using straightforward scientific evidence to answer questions or to support their findings.	<u>Working Scientifically:</u> 2. Setting up simple practical enquiries, comparative and fair tests. 3. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 7. Using results to draw simple conclusions, make predictions for new values, suggest improvements and	

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				Links to Forest School - Name the parts of the flower and describe what they do. Look at example and make a model using materials like clay etc. Nature - Identify five trees/plants in Forest School looking at bark, leaves etc.		
Year 4	Road Trip through America (Mayans)	Henry VIII and his Wives	Children in World War Two			
PLAN DO RECORD REVIEW	<u>Electricity</u> Big Q - What if all transport was electric? Enquiry - Research	<u>Animals including Humans:</u> Food and Digestion Big Q - Why do we have different teeth? Enquiry - Pattern-seeking	<u>Living Things and their Habitats:</u> Big Q - Have you ever watched a small animal in its habitat? Enquiry - Observation Over Time *Habitats should be visited throughout the year to see how they change depending on weather and season.	<u>Living Things and their Habitats:</u> Conservation Big Q - What impact do our choices have on habitats? Enquiry - Research	<u>States of Matter</u> Big Q - Have you ever held a piece of chocolate tightly in your hands? How quickly did it take for it to melt? Enquiry - Comparative and Fair Testing	<u>Sound</u> Big Q - What if you could hear every sound at equal volume? Can you design some ear protection to help this? Enquiry - Exploration
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<p>comparative and fair tests.</p> <p>6. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>8. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>to help in answering questions.</p> <p>5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>7. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>8. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>9. Using straightforward scientific evidence to answer questions or to support their findings.</p>		<p>2. Setting up simple practical enquiries,</p> <p>3. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>6. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>enquiries, comparative and fair tests</p> <p>4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>6. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>8. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>9. Using straightforward scientific evidence to answer questions or to support their findings.</p>
		<p><u>Links to Forest School -</u> Know about the balance of nature - Bug Habitat and Bug Hotel Building Nature - Identify three animals/plants found in the Forest School. Clean and maintain this area. Tool Talk - Bow Saw - working with a partner to split a length of wood into two sections.</p>		<p><u>Links to Outdoor Learning -</u> Investigate the effect temperature has on changing state Understand diluting and dissolving - make a bubble wand</p>	

Year 5	Ancient Egypt		Rivers/Local Study of Burton		Anglo Saxons	
<p>PLAN DO RECORD REVIEW</p>	<p><u>Properties and Changes of Materials:</u> Properties of Materials</p> <p>Big Q - How strong is an egg? Enquiry - Exploration</p>	<p><u>Properties and Changes of Materials:</u> Changes of Materials</p> <p>Big Q - Have you ever burnt your toast? What happened? Enquiry - Exploration</p>	<p><u>Living Things and Their Habitats</u></p> <p>Big Q - Which pollinators visit our school grounds? Enquiry - Pattern-Seeking</p>	<p><u>Animals Including Humans:</u> Explore Life Cycles</p> <p>Big Q - What if the average lifespan of a human was 200? Enquiry - Research</p>	<p><u>Forces</u></p> <p>Big Q - Have you ever tried to keep a balloon in the air? How long can you make it stay in the air? Enquiry - Comparative and Fair Testing</p>	<p><u>Earth and Space</u></p> <p>Big Q - What if there were two suns? Enquiry - Research</p>
	<p>2. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>5. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>6. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		<p>1. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>6. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>5. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>1. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>2. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>3. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>4. Use test results to make predictions to set up further comparative and fair tests.</p> <p>5. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>2. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>3. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>4. Use test results to make predictions to set up further comparative and fair tests.</p> <p>5. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>

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	<p><u>Links to Outdoor Learning -</u> Explore extracting useful substances from natural resources</p> <p>Understand the mixture needed to make the perfect sandcastle</p>	<p><u>Links to Forest School -</u> Discover how to dissolve something in a solution (sugar) Fire - maintain the campfire with support</p>				
Year 6	Ancient Greece		Vikings		Victorian Crime and Punishment	
<p>PLAN DO RECORD REVIEW</p>	<p><u>Living Things and their Habitats</u></p> <p>Big Q - Have you ever found mould on your bread at home? What happened? Enquiry - Observation Over Time</p>	<p><u>Electricity</u></p> <p>Big Q - What if a Mars Rover broke down? Enquiry - Research</p>	<p><u>Animals Including Humans:</u> Blood and Transportation</p> <p>Big Q - What sport makes you sweat most? Enquiry - Comparative and Fair Testing</p>	<p><u>Light</u></p> <p>Big Q - Can you make the dark light up? How did you make it happen? Enquiry - Exploration</p>	<p><u>Evolution and Inheritance</u></p> <p>Big Q - What if humans didn't have thumbs? What would happen? What couldn't you do? Enquiry - Exploration</p>	<p><u>Looking After Our Environment - Sustainability Science Curriculum</u></p>
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	<p><u>Links to Outdoor Learning-</u> Explore Soil Habitats What is soil? What lives there? How does weather affect habitats and soil? Make own ecosystems</p> <p>Comparative test - Which is the most common invertebrate on our school playing field?</p> <p>Pattern Seeking - Do all flowers have the same number of petals?</p>					