Term 1 The Human Body – Do the oldest	Term 2				Torm C	
The muthan body – Do the oldest	Materials – Which material would be the	Term 3 Planting A – How do the things I	Term 4 Caring for the planet – How can we care for our	Term 5 Plants- How can we sort plants into	Term 6 Growing and Cooking – Where does my	
children have the longest feet? sonal changes – What are the main changes in each season? Name and identify parts of the human body Draw and label parts of the human body Say which part of the body is associated with each sense. Changes in autumn Working Scientifically Asking simple questions Observe closely Perform simple tests Collect and record data	 Materials – Which material would be the best for a pair of curtains? Seasonal changes– What are the main changes in each season? Explore materials – Wood, plastic, glass and metal Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials based on their simple physical properties. Changes in Winter Working Scientifically Identifying and classifying Using simple equipment Observing closely Perform simple tests Gathering and recording data Ask simple questions 	 Planting A – How do the things in plant change over time? Animals – Are all animals the same? Understand that their plants will need to start to grow in the classroom where it is warmer Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify and name a variety of common animals that are carnivores, omnivores and herbivores Working Scientifically Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help answer questions Identifying and classifying Use observations and ideas to suggest answers to questions 	 planet? Seasonal changes (spring) - What are the main changes in each season? Planting B - How do the things I plant change over time? Observe changes aross the four season? Observe changes aross the four season? Observe changes aross the four season? Observe darges aross the four season? Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and describe the basic structure of a va		 Good come from? Seasonal changes – What are the main changes in each season? What happens to seeds overtime? Which parts of the plant can be used for food? Where does my food come from? Working Scientifically using observations and ideas to suggest answers to questions? Verbally state what they are going to investigate Explain what they found out 	
abulary: ye, nose, mouth, elbow, hand, leg, neck, ear, teeth, arm, knee, touch, taste, sight, sound er, season	Vocabulary: Material, soft, hard, light , heavy , soft, rough, smooth Glass, rock, metal, plastic, wood, Floating, sinking, absorbency	Vocabulary: Animal, mammal, bird, amphibians, reptiles, fish, carnivores, omnivores, herbivores	Vocabulary: Earth Spring, daylight, weather, season, daylight, night, Plant, seed, Flower	Vocabulary: Flower, petal, leaf, stem, roots, truck, fruit, wildflower, deciduous, evergreen, seeds, growth, measure	Vocabulary: Crops, fruit, vegetable, seed, farmer, cook, plant, ingredients, vegetarian, vegan	
r Learning:	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	
imals needs for survival – What can ou do to help care for mammals? mans – Do the oldest children have the most teeth? Find out and describe the basic needs of animals including humans for survival (water, air and food) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working Scientifically Asking simple questions and recognise that they can be answered in different ways Gathering and recording data Identifying and classifying Observe closely, using simple equipment Use their observations and suggest answers to questions	 Materials – why is it important to reuse and recycle? Sustainability – Plastic – How is plastic helpful and harmful? 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. How is plastic harmful? Working Scientifically Performing simple tests Use simple features to compare objects Ask simple questions and recognise that they can be answered in different ways Observing closely, using simple equipment. Explore the world around them and raise their own questions 	 Plants (Light &Dark) – Do plants grow healthier in the light or dark? 1. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Working Scientifically Observing closely, using simple equipment Asking simple questions and recognising that they can be answered in different ways Performing simple tests 	 Living things and their habitats – what different habitats are there on planet Earth and what lives in each habitat? (start in T3) Identify that most living things live in habitats to which they are suited and describe how different habitats provide 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, identify and name different sources of food. Explore and compare the differences between things that are living, dead, and thing that have never been alive. Morking Scientifically Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions. Identifying and classifying Observing closely, using simple equipment 	 Bulbs & Seeds Growing up 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. Notice that animals, including humans, have offspring which grow into adults. Working Scientifically Observing closely Using simple equipment Record and communicate their findings in a range of ways and begin to use simple scientific knowledge Ask simple questions and recognise that they can be answered in different ways Performing simple tests 	 Bulbs & Seeds – How do bulbs and seeds change over time? Growing up – Are there patterns between the life cycle of different animals? Wildlife – Why is it important to care wildfire? 1. Notice that animals, including humans, have offspring which grow into adults. 2. Observe and describe how seeds and bulbs grow into mature plants Working Scientifically 1. Identifying and classifying 2. Ask simple questions 3. Observing closely 4. Using simple questions and recognising that they can be answered in different ways 	
abulary: nals, Birds, Fish, Amphibians, Reptiles, Humans	Vocabulary: Material, smooth, rough, flexible, rigid, natural material, man-made	Vocabulary: plant, flower, sunlight, independent variable, dependent variable, controlled variables	Vocabulary: Deciduous tree, evergreen tree, habitat, carnivore, herbivore, arctic plants, hibernate,	Vocabulary: Plant, bulb, seed, shoot, roots, sunlight, temperature, growth, observe	Vocabulary: Habitat, wildlife, nature, lifecycle, egg, temperature, compare	
Carnivore, Herbivore, Omnivore material, brittle, flexible, transparent, translucent, opaque Prior Learning: Prior Learning: Yr1 – Children identified familiar mammals and described their basic structure. Children should know that all animals need air, water, food and shelter to survive. Yr1 – Children explored a range of familiar materials and carried out simple tests to explore floating, sinking, melting and absorbency.		Prior Learning: YR1 – children identified the key parts of a plants and trees, and what a plant need to grow healthy.	desert, ocean Prior Learning: Yr1 – Children compared deciduous and evergreen trees, names of common animals, identified a variety of animals that are carnivores, omnivores and herbivores.	ert, ocean measurement, lifecycle or Learning: Prior Learning: - Children compared deciduous and evergreen trees, names of common animals, Yr1 - Children observed what happen to seeds over time, and what		
letons – How can animals be sorted I grouped based on their skeletons? Movement Itrition & Diet – What is a balanced diet and is it important?	 how can it be reduced? Rocks - How can rocks be identified and grouped based on their properties? 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. Find patterns in the way that the size of shadows change. Soils – How has human activity caused soil loss and what is the basence of light. Recognise that light from the Sun can be dangerous and that dark is the absence of light. Recognise that light from the Sun can be dangerous and that dark is the absence of light. Recognise that light from the Sun can be dangerous and that dark is the absence of light. Recognise that light from the Sun can be dangerous and that dark is the absence of light. Recognise that soils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Recognise that soils are made from rocks and organic matter. Find patterns in the way that the size of shadows change. Within one I absence of light. Recognise that soils are the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter. 		 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. 	Forces – How does the material on the ramp affect the distance a car travels? Magnets – Are all metals magnetic? Plants B - Does the number of seeds within one plant pot affect the growth of the plants? Biodiversity – What is biodiversity and how can we increase it?		
l gr	ouped based on their skeletons? Movement tion & Diet – What is a balanced	how can it be reduced? Movement tion & Diet – What is a balanced diet and is it important? Identify that humans and some other animals have skeletons and muscles for support, protection and	couped based on their skeletons? Movementhow can it be reduced?Soils – How has human activity caused soil loss and what is the grouped based on their properties?tion & Diet – What is a balanced diet and is it important?.Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.Soils – How has human activity caused soil loss and what is the living impact?Identify that humans and some other animals haveCompare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesIdentify that humans and some other animals have	how can it be reduced? Movement tion & Diet – What is a balanced diet and is it important? Identify that humans and some other animals have skeletons and muscles for support, protection and	how can it be reduced? Movement ion & Diet - What is a balanced diet and is it important? Identify that humans and some other animals have skeletons and muscles for support, protection and skeletons and m	

	 make their own food; they get nutrition from what they eat. Working Scientifically Asking relevant questions and using different types of scientific enquiry to answer them Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and labels Talk about criteria for grouping, sorting and classifying Using straightforward scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. 	 Asking relevant questions and using different types of scientific enquires to answer them. Reporting findings from enquires, including oral and written explanations, displays or presentations of results and conclusions. 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. 	 Reporting on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Using straightforward scientific evidence to answer questions or to support their findings. 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. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	 Working Scientifically 1. Intrifying difference, similarities or charges related to simple scientific logas and processes. Excerning findings using simple scientific logascientific logasci logascientific logascientific logasci logascientific logascie	 Using straight forward scientific evidence to answer questions or to support their findings. Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests Setting up simple practical enquiries, comparative and fair tests. Identifying differences, similarities or changes related to simple scientific ideas and processes. 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. 	 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 Observe how magnets attract or repel each other and attract some materials and not others Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straight forward scientific evidence to answer questions or to support their findings. Setting up simple practical enquiries, comparative and fair tests Using results to draw simple conclusions, make predictions, for new values, suggest improvements and raise further questions. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
	Vocabulary: skeleton, skull, ribcage, spine, pelvis, femur, exoskeleton, joints Carbohydrates, proteins, dairy products, fats, sugars, balanced diet, balanced meal, nutrition, Eat well guides	Vocabulary: Granite, pumice, sandstone, chalk, marble, gneiss, crystals, grains, layers, texture, harness, float, sink, brittle, reaction, weathering	Vocabulary: Soil, organic matter, nutrients, habitat loss, deforestation, independent variable, dependant variable, controlled variable, absorb, conclusion, evaluation, data	Vocabulary: Light, light source, natural, artificial, reflection, opaque, translucent, shadow, transparent, distance	Vocabulary: Dissection, independent variable, dependent variable, controlled variable, water transportation, seedling, germination	Vocabulary: Push, pull, force, contact force, fiction, magnet, magnetic, magnetic force, attract, repel
	Prior Learning: Year 1 – Children are familiar with terms, mammal, bird, fish.	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:
Year 4	 Group and classify living things – How can living things be grouped and classified? Data collection A – What living things do we have in our local area and how does this change over the year? 1. Recognise that living things can be grouped in a variety of ways. 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 1. Asking relevant questions and using different types of scientific enquiries to answer them. 2. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 3. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	 States of matter – How does the temperature of water affect the time it takes for ice to melt? 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. WOrking Scientifically Identifying differences, similarities or changes related to simple scientific ideas. Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Setting up simple practical, enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	 Sound – How does the distance from the sound source affect the volume of the sound? Data collection B - What living things do we have in our local area and how does this change over the year? Identify sounds are made, associating some of them with something vibrating. Recognise that vibration from sounds travel through a medium to the ear 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. Working Scientifically Asking relevant questions and using different types of scientific language, drawings, labelled diagrams, keys, bar charts and tables. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Setting up simple practical enquiries, comparative and fair tests. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	 Electricity – What materials are conductors or insulators of electricity and is there a pattern? Energy – How can we reduce the energy we use? 1. Identify common appliances that run on electricit 2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. 3. Identify whether or not a lamp will light in a simple series circuit based on whether or not a lamp will light in a simple series circuit, based on whether or not a lamp will light in a simple series circuit, based on whether or not a lamp lights in a simple series circuit. 3. Recognise some common conductors and insulators, and associate metals with being good conductors. 4. Recording findings using simple scientific language, drawings, labelled cirgrams, keys, bar charts and tables 3. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 4. Asking relevant questions and using different types of scientific enquiries to answer them 	 Data Collection C - What living things do we have in our local area and how does this change over the year? Habitats - What impacts do humans have on different habitats? Deforestation- What are the impacts of deforestation on the planet? 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. Working Scientifically 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 Asking relevant questions and using different types of scientific enquiries to answer them. 	 The digestive system – What is the digestive system and how does it work? Food chains – How has human activity affected food chains? Comparing the teeth of carrivores and herbivores and suggesting reasons for differences 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. Construct and interpret a variety of food chains, identifying producers, predators and prey Working Scientifically Identifying differences, similarities or changes related to simple scientific ideas and processes. Asking relevant questions and using different types of scientific enquiries to answer them. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Setting 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.
	Vocabulary: Exoskeleton, insect, spider, soft-bodied invertebrate,	Vocabulary: Solid, liquid, gas, volume, states of matter, pouring solid, volume, oobleeck, flow, freezing, melting, boiling, condensation, evaporation, thermometer, temperature, precipitation, atmosphere, the water cycle,	Vocabulary: Vibration, ear, sound, volume, pitch, decibel, insulate, high-pitched, low-pitched, background noise	Vocabulary: Circuit, switch, cell, battery, buzzer, conductor, insulator, metal, material, electricity, battery-powered, renewable energy, non-renewable energy, appliance, energy usage	Vocabulary: Data, increase, decrease, compare, habitat, rural habitat, urban habitat, biodiversity, classification, deforestation, natural resources, deforestation, rewilding, natural reserve	Vocabulary: Teeth, incisors, canines, premolars, molars, germs, enamel, root, plaque, decay, digestive system, mouth, oesophagus, stomach, rectum, intestines, saliva, food chain, producer, predator, prey, consumer
	Prior Learning: Animals Yr1 & 2, Plants Yr1 & 2,	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:

Year 5	 Does the surface area of a parachute affect how long it takes for it to fall to the ground? 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 falling object. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<section-header><section-header><section-header><section-header><section-header><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></section-header></section-header></section-header></section-header></section-header>	 material is the best insulator of heat? 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Morking Scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 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. Using test results to make predictions to set up further comparative and fair tests. 	 linking gestation periods and lifespans? Life cycles – How are the lifecycles of animals similar and how are they differents? Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Working Scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments. 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. 	 produces the talle Reversible & Irreversib Which changes are rever are irreversib Describe the life process of re- and animals. Know that some materials will solution, and describe how to solution. Use knowledge of solids, liquid mixtures might be separated, sieving and evaporating Demonstrate that dissolving, r are reversible changes. Explain that some changes res materials, and that this kind o reversible, including changes and the action of acid on bicar Recording data and results of incru- scientific diagrams and labels, clas scatter graphs, bar charts and line Reporting and presenting findings conclusions, causal relationships a degree of trust in results, in oral a displays and other presentations Identifying scientific evidence that or refute ideas or arguments. Planning different types of scientifi questions, including recognising an where necessary. Using test results to make predicti comparative and fair tests. Taking measurements, using a ran with increasing accuracy and prec readings when appropriate. 	
r s	orce, contact force, non-contact force, friction, motion, air esistance, drag, parachute, streamline, repeatability, precision, urface area, anomalous result, water resistance, gravity, weight, ever, gear, pulley, machine,	Solar system, planets, orbit, sun, Pluto, celestial body, model, gravity, heliocentric model, geocentric model, rotate, north pole, south pole, axis, moon, gravitational force, satellite	rearbarent, transucent, opaque, magnetism, naroness, electrical conductor, electrical insulator, circuit, cell, bulb, independent variable, dependent variable, controlled variable, thermal insulator, thermometer, control beaker, temperature, data, anomalous result, properties, lifespan	Adolescent, bady, toetus, elderly adult, adult, life cycle, milestone, bady, todaler, child, womb, period, reproduce, puberty, hormone, life expectancy, gestation, mammal, offspring, lifespan, correlation, anomaly,	Fertilisation, embryo, sperm cells, egg cells, s filament, stigma, style, ovary, ovule, pollen, s clone, runner, tuber, bulb, asexual reproduct compost	
F	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	

	Living t	hings and their habitats – How	Floct	ricity – how does the voltage in a	Light	t – How does the distance from a	The	circulatory system
	<u> </u>	mals, plants and		t affect the loudness of a buzzer?	<u> </u>	ht source affect the size of the		tory system and ho
		rganisms be identified, grouped		wable energy – What is renewable	ing	shadow?		Irugs and lifestyle -
	and cla	o i		ergy and how can we use it to	Light	pollution – What is light pollution		tion of exercise affe
		551160:	CI	generate electricity?	Light	and how can we reduce it?	1	Identify and name the main p
	1.	Describe how living things are classified into broad groups according to common observable	1.	Use recognised symbols when representing a simple circuit in a diagram.		that we see things because light travels from light sources to	1.	circulatory system, and descri heart, blood vessels and blood
		characteristics and based on similarities and differences, including microorganisms, plants and animals.	2.	Compare and give reasons for variations in how components function, including the brightness of bulbs,	2. Use the	es or from light sources to objects and then to our eyes. idea that light travels in straight lines to explain that objects seen because they give out or reflect light into the eye	2.	Describe the ways in which nu transported within animals, ir
	2.	Give reasons for classifying plants and animals based on specific characteristics.	3.	the loudness of buzzers and the on/off position of switches.	3. F	Recognise that light appears to travel in straight lines Working Scientifically	3.	Recognise the impact of diet, on the way their bodies function
		Working Scientifically	3.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	1.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.		Working Scient
Year 6	1.	Identifying scientific evidence that has been used to support or refute ideas or arguments.		Working Scientifically	2.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	1.	Working Scient Reporting and presenting find including conclusions, causal r
¥	2.	Identifying scientific evidence that has been used to support or refute ideas or arguments.	1.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables,	3.	Taking measurements, using a range of scientific		explanations of and a degree and written forms such as dis
	3.	Reporting and presenting findings from enquiries, including conclusions, causal relationships and	-	scatter graphs, bar and line graphs		equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	2.	presentations. Identifying scientific evidence
		explanations of and a degree of trust in results, in oral and written forms such as displays and other	2.	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral	4.	Identifying scientific evidence that has been used to support or refute ideas or arguments.	3.	support or refute ideas or arg Planning different types of sci
	4.	presentations.		and written forms such as displays and other presentations.	5.	Identifying scientific evidence that has been used to support or refute ideas or arguments.	4.	questions, including recognisi where necessary. Taking measurements, using a
			3.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables	6.	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral	5.	equipment, with increasing ac repeat readings when approp Using test results to make pre
			4.	where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.		and written forms such as displays and other presentations		comparative and fair tests.
			5.	Using test results to make predictions to set up further comparative and fair tests.				

latory system – What is the system and how does it work? and lifestyle – How does the of exercise affect heart rate?

- and name the main parts of the human tory system, and describe the functions of the blood vessels and blood.
- ibe the ways in which nutrients and water are orted within animals, including humans.
- nise the impact of diet, exercise, drugs and lifestyle way their bodies function.

Vorking Scientifically

- ting and presenting findings from enquiries, ing conclusions, causal relationships and ations of and a degree of trust in results, in oral itten forms such as displays and other
 - tations. ying scientific evidence that has been used to ort or refute ideas or arguments. ing different types of scientific enquiries to answer
 - ons, including recognising and controlling variables e necessary. g measurements, using a range of scientific
 - nent, with increasing accuracy and precision, taking readings when appropriate. test results to make predictions to set up further

Variation

1.

2.

identical to their parents. Identify how animals and plants are adapted to suit their lead to evolution.

presentations.

Working Scientifically

- 1. Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs.
- 2. Identifying scientific evidence that has been used to support or refute ideas or arguments.
- 3. 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

hich plant cutting allest plant? rsible changes – versible and which rsible? of reproduction in some plants us will dissolve in liquid to form a pow to recover a substance from a , liquids and gases to decide how ated, including through filtering, ving, mixing and changes of state	 Plastic pollution – What is plastic pollution and what are the impacts of plastic pollution on planet Earth? Reproduction –Which plant cutting produces the tallest plant? 1. Identifying scientific evidence that has been used to support or refute ideas or arguments. 2. Describe the life process of reproduction in some plants and animals. 		
es result in the formation of new kind of change is not usually nges associated with burning, bicarbonate of soda. entifically f increasing complexity, using s, classification keys, tables, d line graphs. d line graphs. d ingings from enquiries, including hips and explanations of and a oral and written forms such as ions e that has been used to support s. cientific enquiries to answer sing and controlling variables redictions to set up further a range of scientific equipment, l precision, taking repeat	 Working Scientifically 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. Using test results to make predictions to set up further comparative and fair tests. 		
cells, sexual reproduction, anther, ilen, stamen, pistil, pollination, oduction, cutting, parent plant,	Vocabulary: Plastic, habitat, plastic pollution, landfill, pollution, micro plastics, pollution Asexual reproduction, cutting, parent plant, data, line graph, parent plant, prediction		
	Prior Learning:		

Adaptation – Is the type of food a bird eats related to the shape of its beak?

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not

environment in different ways and that adaptation may

Fossils – How have fossils changed over time and does this provide evidence for evolution?

Project – Year 7 ready (The scientific enquiry process)

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 1.

Working Scientifically

1.

2.

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

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.

Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Organism, excretion, reproduction, living, non-living, vertebrate, invertebrate, flowering plant, non-flowering plant, classification, mollusc, arachnid, deciduous tree, evergreen tree, coniferous tree, bacteria, fungi, virus, microscope	Series circuit, cell, battery, bulb, current, voltage, compete circuit, incomplete circuit, switch, buzzer, variables, accuracy, repeatability, evaluate	Light source, Iris, retina, pupil, lens, reflection, ray diagram, angle, periscope, shadow, opaque, translucent, transparent, solar eclipse, variables Migration, glare, light trespass, sky glow, light pollution, urban, rural. Light emission, appliance,	painkiller, stimulants, depressants, cigarette, vape, tar, nicotine, carbon	Characteristics, adaptations, polar habitat, desert habitat, habitat, Charles Darwin, evolution, common ancestor, species, theory, natural selection, Galapagos islands, finch	Fossil, rock, Charles Darwin, evolution, palaeontologist, Mary Anning, plesiosaur skeleton
Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning:	Prior Learning: