

Year A

Terms 1 and 2						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>People who help us / Around the world.</u></p> <p><u>Context: Term 1 - Healthy Food</u></p> <p>An apple is healthy</p> <p><u>Context: Term 2 – Light and dark</u></p> <p>It is dark at night.</p>	<p align="center"><u>Castles</u></p> <p><u>Context: Term 1 Healthy Living</u></p> <p>Everyone needs to eat a healthy diet, exercise regularly and keep their bodies clean.</p> <p>People need to eat a wide variety of protein, carbohydrates, good fats and fruit and vegetables.</p> <p>Hygiene means to keep your body and mouth clean.</p> <p>Built on from EYFS</p> <p align="center"><u>Context: Term 2 Celebrations</u></p> <p>We have five senses; taste, touch, sight, smell and hearing.</p> <p>We use our senses to explore items in different ways.</p> <p>Some foods come from plants.</p> <p>Some plants produce fruit / seeds while others do not.</p> <p>Built on from</p>	<p align="center"><u>Enchanted Places</u></p> <p><u>Context: Rocks, Soil and Fossils</u></p> <p>There are lots of different types of rocks – Sedimentary, metamorphic and igneous (see key vocab).</p> <p>Some rocks are permeable while others are impermeable.</p> <p>Worms enrich topsoil by feeding on organic material in the soil and converting it into nutrients for plants.</p> <p>Fossilisation occurs when an animal dies and decays.</p> <p>Built on from</p> <p align="center"><u>Context: Term 2 - Sound</u></p> <p>Sounds are made through vibrations. The bigger vibration the louder the noise, the smaller the vibration the quieter the noise.</p> <p>The volume of the sound becomes fainter. The sound pitches change according to the thickness of the band.</p> <p>Sound can travel through materials.</p>	<p align="center"><u>Around the World in 80 days.</u></p> <p><u>Context: Term 1 - Electricity</u></p> <p align="center">Built on from.</p> <p><u>Context: Term 2 – The Circulatory System</u></p> <p>The heart pumps blood to the lungs to get oxygen. It then pumps this oxygenated blood around the body.</p> <p>Mammals have hearts with four chambers. Blood that has come from the body is deoxygenated, and the blood that has come from the lungs is oxygenated again.</p> <p>Capillaries are the smallest blood vessels in the body and it is here that the exchange of water, nutrients, oxygen and carbon dioxide takes place.</p> <p>Arteries carry oxygenated blood away from the heart.</p> <p>Veins carry deoxygenated blood toward the heart.</p> <p>Drugs, alcohol and smoking have negative effects on the body.</p> <p>A healthy diet involves eating the right types of nutrients in the right amounts.</p>			

Terms 3 and 4						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Dinosaurs / All Creatures Great and Small</u></p> <p><u>Context: Term 1 - Environment</u></p> <p>Frogs live in ponds.</p> <p><u>Context: Term 4 – Animals</u></p> <p>A dog is an animal</p>	<p><u>Space</u></p> <p><u>Context: Term 3 –Materials Monster</u></p> <p>Some materials are hard and smooth and others are bendy and rough. Some materials are better than others for different purposes.</p> <p>Many materials can be changed by squashing, bending, twisting and stretching them to fit a purpose.</p> <p><u>Context: Term 4 – Changing Materials</u></p> <p>Some materials can change shape by exerting different forces on them: Squashing Stretching Pushing Pulling</p> <p>Materials can be sorted in different ways.</p> <p>Some materials may be best of jobs that other materials are not good for.</p> <p><u>Built on from</u></p> <p>Built on from</p>	<p><u>Roald Dahl</u></p> <p><u>Context: Term 3 - Electricity</u></p> <p>Appliances use either a mains operated system, battery operated system or both. A circuit has many components. A switch is used to open and close the flow of electricity in a circuit.</p> <p><u>Context: Term 4 – Animals</u></p> <p>There are four main types of teeth.</p> <p>Brushing, dental floss, mouthwash and regular dentist checks help keep your teeth perfect.</p> <p>The digestive system consists of the parts of the body that work together to turn food and liquids into the building blocks and fuel that the body needs.</p>	<p><u>The Vikings</u></p> <p><u>Context: Term 3 – Evolution and Inheritance</u></p> <p>Adaptive Traits – Characteristics that are influenced by the environment the living things live in. These adaptations can develop as a result of many things, such as food and climate.</p> <p>Inherited Traits – Eye colour is an example of an inherited trait, but so are hair colour, the shape of your earlobes and whether or not you can smell certain flowers.</p> <p>Natural Selection – Fossils of giraffes from millions of years ago show that they are used to have shorter necks. They have gradually evolved through natural selection to have longer necks so that they can reach the top leaves on taller trees.</p> <p>Fossils are the preserved remains or partial remains of ancient animals and plants. Fossils let scientists know how plants and animals used to look millions of years ago. This is proof that living things have evolved over time.</p> <p>Built on from</p>			

			<p style="text-align: right;"><u>Context: Term 4 – Light</u></p> <p>We need light to be able to see things. Light waves travel out from sources of light in straight lines. These lines are often called rays or beams of light.</p> <p>Light travels as a wave. But unlike waves of water or sound waves, it does not need a medium to travel through. This means light can travel through a vacuum - a completely airless space.</p> <p>The angle of reflection is the angle between the normal line and the reflected ray light.</p> <p>The angle of incidence is the angle between the normal line and the incident ray of light.</p> <p>The law of reflection states that the angle of incidence is equal to the angle of reflection. Whenever light is reflected from a surface, it obeys this law.</p> <p>A shadow is always the same shape as the object that casts it. This is because when an opaque object is in the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the light can continue travelling.</p>
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Terms 5 and 6						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Once upon a time / Journeys</u></p> <p><u>Context: Term 5 – Plants</u></p> <p>Plants need water to grow.</p> <p><u>Context: Term 6 – Materials</u></p> <p>Chocolate melts in the heat.</p>	<p><u>The Victorians</u></p> <p><u>Context: Plants</u></p> <p>Seeds and bulbs need water, light, soil and warmth to germinate.</p> <p>Plants seek out the light. Plants that grow in dark places will naturally gravitate to the light.</p> <p>Some plants produce flowers, whilst others produce fruit or vegetables.</p> <p><u>Context: Term 5 – Animals</u></p> <p>There are 6 types of animals; mammals, birds, fish, invertebrates, reptiles, amphibians.</p> <p>Herbivores eat plants, fruit and vegetables.</p> <p>Carnivores eat meat and other animals.</p> <p>Omnivores eat plants and meat.</p> <p>Built on from EYFS</p>	<p><u>Stone Age to Iron Age</u></p> <p><u>Context: Term 5 – Living things</u></p> <p>Living things can be grouped into mammals, reptiles, amphibians, fish, birds, insects.</p> <p>Classification keys are used to identify and group a variety of living things.</p> <p>Vertebrates are animals with a backbone and invertebrates are animals without a backbone.</p> <p>Bees are in danger from changes in the environment through climate change, habitat loss, pesticides and diseases.</p> <p>Continuing on from KS1 living things.</p> <p><u>Context: Term 6 -</u></p> <p>There are 4 different types of bridges – beam, arch, suspension and cantilever.</p> <p>Arch and triangle structures are used to build bridges because they are very strong because the weight is distributed and holds their shape.</p> <p>The tallest tower in the world is currently the ‘Burj Khalifa’.</p>	<p><u>A Midsummer Night’s Dream</u></p> <p><u>Context: Term 5 – Living things and their habitats</u></p> <p>Scientists, called Taxonomists, sort and group living things according to their similarities and differences.</p> <p>In 1735, Swedish Scientist Carl Linnaeus first published a system for classifying all living things. An adapted version of this system is still used today: The Linnaeus System.</p> <p>Living things can be classified by eight levels. The number of living things in each level gets smaller until the one animal is left in its species level.</p> <p>Each group allows scientists to observe and understand the characteristics of living things more clearly. They group similar things together then split the groups again and again based on their differences.</p> <p>Microorganisms are viruses, bacteria, moulds and yeast. Some animals (dust mites) and plants (phytoplankton) are also microorganisms.</p> <p>Microorganisms are very tiny living things that can only be seen using a microscope. They can be found in and on our bodies, in the air, in water and on objects around us.</p>			

		<p>Beavers build their own home using materials they can collect like sticks and twigs.</p> <p>Link to KS1 Victorians DT bridge building.</p>	<p><u>Context: Term 6 – Scientists and Inventors.</u></p> <p>Scientists and inventors have positively impacted our world as we know it today.</p> <p>David Attenborough is a wildlife film-maker and naturalist who has won written and produced many popular TV shows and documentaries about animals and living things.</p> <p>Eva Crane is a physicist remembered for her life-long work with bees.</p> <p>The Eva Crane trust has been set up around the world to continue investigating the life cycle of bees around the world.</p> <p>Stonehenge is one of the world’s most famous and recognisable monuments.</p> <p>It has been around 5000 years.</p> <p>Built upon KS1 and LKS2 David Attenborough.</p>
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Year B

Terms 1 and 2						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>As Year A</u>	<u>Into the Forest</u>		<u>Ancient Egyptians</u>		<u>Myths and Legends</u>	
	<u>Context: Animals / Living creatures and their habitats.</u>		<u>Context: Term 1 - Light</u>		<u>Context: Term 1 – Earth and Space</u>	
	<p>All living things have a habitat.</p> <p>Habitats provide safety, shelter and food for living creatures.</p> <p>Some creatures live off plants and others off other animals.</p> <p>A food chain always starts with a plant, which is eaten by an animal, which is then eaten by another animal, until you reach the end of the food chain, the main predator.</p>		<p>Light comes many sources such as torches, sunlight and electricity.</p> <p>Light can be blocked by opaque shapes which creates shadows. These change in form dependent on the object.</p> <p>Light can be reflected by certain materials such as mirrors to reflect light.</p> <p>It is not safe to look directly at the sun.</p>		<p>Mercury, Venus, Earth and Mars are rocky planets. They are mostly made up of metal and rock.</p> <p>Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) although they do have cores made up of rock and metal.</p> <p>Earth rotates (spins) on its axis.</p> <p>It does a full rotation once in every 24 hours.</p> <p>It takes a little more than 365 days to orbit the Sun.</p> <p>Daytime occurs when the side of Earth is facing towards the Sun. Night occurs when the side of Earth is facing away from the Sun.</p> <p>The Moon orbits Earth in an oval-shaped path while spinning on its axis. At various times in a month, the Moon appears to be different shapes.</p>	
	Built on from EYFS		<u>Context: Term 2 – Rocks</u>			
			<p>Mary Anning (1800 hundreds) was a palaeontologist who studied rocks along the Jurassic Coast.</p> <p>Palaeontologists study fossils which are imprints of life left behind from living things from millions of years ago, such as dinosaurs.</p> <p>There are three main rock groups: sedimentary, metamorphic and igneous.</p> <p>These rock groups can be categorised by the process which makes them.</p>		Built on from KS1 Space	

		<p>Soil is made from many elements and is usually permeable, meaning water can pass through it.</p>	<p><u>Context: Term 2 Living things and their habitats.</u></p> <p>Scientists, called Taxonomists, sort and group living things according to their similarities and differences.</p> <p>David Attenborough and Jane Goodall are scientists who work in the world of living things.</p> <p>The life cycle of mammals, amphibians, insects, birds and plants will all vary due to their characteristics and environment.</p> <p>In some plants, the male gametes are in the pollen and the female gametes are in the ovule.</p> <p>In some plants, asexual reproduction occurs when there is only one parent. This results in the plants being identical to their parent.</p> <p>Some animals go through metamorphosis which changes their body and behaviour.</p>
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Terms 3 and 4							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
As Year A	<p style="text-align: center;"><u>Poles Apart</u></p> <p><u>Context: Polar Regions</u></p> <p>Some animals live in Polar regions. They usually have thick fur to help to keep them warm. Animals eat a variety of different things depending on which animal they are. Materials can be used for different purposes.</p> <p>Built on from</p>		<p style="text-align: center;"><u>David Walliams</u></p> <p><u>Context: Term 3 – Forces and Magnets</u></p> <p>Magnetic forces act without contact. Some materials will be magnetic and hold the opposite charge to the magnet. This means they can be attracted. Some materials will not be magnetic and hold the same charge as the magnet. This means they will be repelled. Magnets have two poles which hold a negative or positive charge.</p> <p style="text-align: center;"><u>Context: Term 4 – Animals including humans.</u></p> <p>Animals, including humans, have different diets dependent on what food they eat. Animals, including humans, can be categorised into different groups based on their bodies and diets. David Attenborough is a British biologist who has studied living things throughout his life. Animals, including humans, undergo changes to their bodies based on the food they eat.</p> <p>Built on from KS1 Animals and Living Things.</p>		<p style="text-align: center;"><u>The Romans</u></p> <p><u>Context: Term 3 – Properties and changes in materials.</u></p> <p>Different materials are used for particular jobs based on their properties. Reversible changes, such as mixing and dissolving solids and liquids together, can be reversed Irreversible changes often result in a new product being made from the old materials (reactants). A solution is made when solid particles are mixed with liquid particles. Materials that will dissolve are known as soluble. Materials that won't dissolve are known as insoluble.</p> <p>Built on from KS1 Materials</p> <p style="text-align: center;"><u>Context: Term 4 – Forces.</u></p> <p>The Moon has a smaller mass than Earth so the gravitational pull on the Moon is smaller than it is on Earth. Jupiter has a greater mass than Earth so the gravitational pull on Jupiter is stronger than on Earth.</p>		

			<p>Mass is how much matter is inside an object.</p> <p>Weight is how strongly gravity is pulling an object down.</p> <p>Water resistance and air resistance are forms of friction.</p>
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Terms 5 and 6						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>As Year A</u>	<p align="center"><u>Under the Sea</u></p> <p align="center"><u>Context: Holidays and Food</u></p> <p>Marine biologists are scientists who explore animals and plants that live in the sea.</p> <p>Pollution is killing off several species of animals because they eat it.</p> <p>Pollution is anything that shouldn't be in the sea, like plastics.</p> <p>People need food to survive.</p> <p>Built on from</p>		<p align="center"><u>Global Gardens</u></p> <p align="center"><u>Context: Term 5 - Plants</u></p> <p>Jane Colden was the first female botanist in America. She studied and drew different types of plants to compare their differences.</p> <p>Each part of a plant has a function, such as the roots which gather nutrients from the soil.</p> <p>Photosynthesis is the process where a plant makes water and sunlight into nutrients for its diet.</p> <p>Dispersal is when plants scatter seeds or pollen to reproduce.</p> <p>Soil, oxygen, nutrients, light and water are crucial to the life cycle of most plants.</p> <p>Built on from</p>		<p align="center"><u>Romeo and Juliet</u></p> <p align="center"><u>Context: Term 5 - Investigations</u></p> <p>A fair test is a test that controls all but one variable when attempting to answer a scientific question.</p> <p>Explanation is key to understanding why something has happened.</p> <p>A conclusion allows you to explain what you have found out.</p> <p>Variables are different things that you could change in an investigation.</p> <p align="center">Built on from</p> <p align="center"><u>Context: Term 6 – Animals including Humans</u></p>	

		<p><u>Context: Term 6 – States of Matter</u></p> <p>Materials can be compared and grouped together into solids, liquids and gases.</p> <p>Particles create everything and how these behave changes the state of an object.</p> <p>These changes can be evaporation, melting, freezing and condensation.</p> <p>We can use temperature as a means to change states of matter.</p> <p>We can measure these changes by using Degrees Celsius.</p> <p>Built on from KS1 Changing Materials</p>	<p>The male and female sex cells fuse together.</p> <p>During infancy rapid growth and development occurs. Children learn to walk and talk.</p> <p>The body starts to change over a few years. The changes occur to enable reproduction during adulthood. We become much more independent.</p> <p>The human body is at its peak of fitness and strength in early adulthood.</p> <p>Puberty causes changes in our body such as having oilier skin.</p> <p>Males and females have different changes.</p> <p>Built on from KS1 Animals including humans / PSHE across the school.</p>
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