

Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 1	<p>Who Am I?</p> <ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body. - Say which part of the body is associated with each sense. 	<p>Celebrations</p> <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. - Identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers. 	<p>Polar Adventurers</p> <ul style="list-style-type: none"> - Name animals that are birds, fish and mammals - Name common animals that are carnivores, herbivores and omnivores. - Describe and compare common animals. - Describe the properties of everyday materials that are transparent, translucent, opaque, waterproof or flexible. - Compare and group materials that are transparent, translucent, opaque, waterproof or flexible. 	<p>Treasure Island</p> <ul style="list-style-type: none"> - Identify and name a variety of plants. - Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. - Describe and compare the structure of a fish with humans and some other animals. - Describe the simple physical properties of a variety of everyday materials. 	<p>On Safari</p> <ul style="list-style-type: none"> - Identify and name a variety of common invertebrates. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common invertebrates. 	<p>Holiday</p> <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 - 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. - Describe and compare the structure of a fish with humans and some other animals.

<p>Year 2</p>	<p>Materials Monster</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>Move it</p> <ul style="list-style-type: none"> - Find out how the shapes of solid objects made from materials can be changed by squashing, bending, twisting and stretching. 	<p>Healthy me</p> <ul style="list-style-type: none"> - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Little masterchefs</p> <ul style="list-style-type: none"> - Find out about and describe the basic needs of 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. - Observe and describe how seeds grow into mature plants - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<p>Young gardeners</p> <ul style="list-style-type: none"> - Identify and name a variety of plants. - Observe and describe how seeds grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<p>Mini worlds</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. - Observe closely - Identify and classify
<p>Year 3</p>	<p>Food and our bodies</p> <ul style="list-style-type: none"> - Find out about healthy and balanced diets. - Gather, record and present data in different ways. - Describe the basic parts of the skeletal system. - Observe and compare animals with and without skeletons. - Look at joints and how bones and muscles help us move. - Make systematic and 	<p>Earth rocks</p> <ul style="list-style-type: none"> - Explore different kinds of rocks and their properties. - Collect and record data from observations and tests. -Recognise that soil comes from rock. - Find out how fossils are formed. - Use results to draw conclusions and suggest improvements or new questions. 	<p>We are astronauts</p> <ul style="list-style-type: none"> - Observe and draw the moon from real life and secondary sources. - Make a model rocket and explain how it works. - Describe what happened in the ‘Space Race’ in the 1960’s. - Design and build some model rockets and a moon lander. - Identify which foods are best to take into space and explain why. - Know what factors 	<p>Opposites attract</p> <ul style="list-style-type: none"> - Observe the forces that magnets produce. - Report and present findings from enquiries. - Name some materials that magnets can attract and some they cannot. - List at least ten uses of magnets in everyday life. -Explain what a magnetic pole is and what it can do. - Predict whether two magnets will attract or 	<p>How does our garden grow?</p> <ul style="list-style-type: none"> - Identify and describe the functions of the different parts of flowering plants – roots, stem, leaves and flowers. - Investigate how water is transported within plants. - Set up simple practical enquiries. - Explore exactly what plants need to live and grow, and how these vary from plant to plant 	<p>Mirror, mirror</p> <ul style="list-style-type: none"> - Describe the reflections when light is reflected from surfaces. - Record observations and make sense of them. - Describe how shadows are formed. - Design and carry out a fair test. - Research and gather some key facts about how mirrors have been made over the centuries. - Make a simple mirror

	careful observations.		affect the design of a spacesuit	repel each other.	<ul style="list-style-type: none"> - Ask relevant questions and use different types of scientific enquiry to answer them. - Explore the important role that flowers play in the life cycles of plants, from pollination to seed spreading. - Record the findings using drawings and labelled diagrams 	and create a list of the key uses.
Year 4	<p>Teeth and eating</p> <ul style="list-style-type: none"> - Classify and identify different types of teeth and their functions. - Recognise why and how we must take good care of them. - Describe the functions of parts of the human digestive system. - Make observations and record findings using scientific language and labelled diagrams. - Recognise what a food chain represents. - Construct and interpret a variety of food chains. - Identify producers, predators and prey. 	<p>What's that sound?</p> <ul style="list-style-type: none"> - Observe and name a variety of sources of sound. - Notice that we hear with our ears. - Identify how sounds are made - Find patterns between the volume of a sound and the strength of the vibrations that produce it. <p>Identify similarities and differences between sounds made in different ways.</p> <ul style="list-style-type: none"> - Recognise that sounds get fainter as the distance from the sound source increases. - Identify patterns in data. - Use results to form conclusions. - Explore various ways of making sounds with 	<p>Living things</p> <ul style="list-style-type: none"> - Explain how living things can be classified. - Recognise how a simple key helps identify living things. - Ask questions that can be used to construct a key. - Observe key features of living things. - Examine invertebrates in their environment. - Identify invertebrates with a simple key. - Recognise that environments change. - Understand some of the human impacts on specific habitats. - Make careful observations. - Be able to classify the five vertebrate groups based on physical features. - Classify plants as flowering or non- 	<p>Looking at states</p> <ul style="list-style-type: none"> - Compare materials. - Group materials together, based on observations on them to recognise that some materials, for example water, may exist in solid, liquid and gas states. - Make careful observations about how matter changes from solid to liquid. - Observe that materials change state when heated or cooled. - Recognise when these processes, called freezing, boiling and melting, take place. - Measure and research temperatures in degrees Celsius. - Explore patterns in freezing and melting. - Recognise when evaporation and 	<p>Power it up</p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity. - Classify and record appliances as mains or battery operated. - Understand the difference between mains and battery-operated appliances. - Understand that electricity can be dangerous. - Recognise what is needed in order to make a bulb light in a circuit. - Recognise and name some of the components that can be used to make a circuit. - Explore patterns produced by altering circuits, making comparative tests. - Recognise that some 	<p>Brilliant Bubbles</p> <ul style="list-style-type: none"> - Identify, observe and record variables that affect bubbles. - Set up practical enquiries and fair tests. - Test how much air sweets contain. - Evaluate an experiment, commenting on the design and data. - Carry out a survey to find the best tasting sherbet. - Present survey results and consider further questions.

		<p>different pitches.</p> <ul style="list-style-type: none"> - Find patterns between the pitch of a sound and the features of the object that produced it. - Use instruments designed in class to play a recognisable tune. - Use evidence to answer questions. 	<p>flowering.</p> <ul style="list-style-type: none"> - Devise and use a key to identify common trees from their leaves. 	<p>condensation take place.</p> <ul style="list-style-type: none"> - Explore what happens to a material that is evaporating or condensing. - Identify the part played by evaporation and condensation in the water cycle. 	<p>materials conduct electricity</p> <ul style="list-style-type: none"> - Recognise that some materials do not conduct electricity. - Use a simple circuit to create a device. 	
Year 5	<p>Material world</p> <ul style="list-style-type: none"> - Identify the properties of a range of materials and explain their uses. - Plan comparative or fair tests and then take accurate measurements and make accurate observations. - Explore making and separating mixtures. - Classify changes as reversible or irreversible. - Report and present findings from enquiries. 	<p>Super scientists</p> <ul style="list-style-type: none"> - Describe what a scientist is and the different ways in which they work. - Describe the discoveries of some famous scientists. - Carry out some forensic tests - Use forensic tests to solve a crime. - Identify and choose good ways of letting others know about science in the news. - To plan and organise a science fair. 	<p>Growing up and growing old</p> <ul style="list-style-type: none"> - Describe some of the changes that happen as humans develop. - Compare and analyse the gestation periods of different animals. - Look at the changes that happen as we get older, including puberty and adolescence. - Collect and compare data on average heights as we grow up. - Describe the changes that happen to us as we enter old age. - Consider the impact of living longer. 	<p>Cycle of life</p> <ul style="list-style-type: none"> - Describe the life processes of reproduction in some plants. - Take measurements and presenting findings from enquiries. - Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some animals. 	<p>Out of this world</p> <ul style="list-style-type: none"> - Learn how the planets in our Solar System are organised. - Use mathematics to model the dimensions of our Solar System. - Describe the movement of the Earth and Moon relative to the Sun in our Solar System. - Identify scientific evidence that has been used to support a theory. - Describe the movement of the Moon relative to the Earth. - Use simple models to explain scientific ideas. 	<p>Let's get moving</p> <ul style="list-style-type: none"> - Explain some of the effects of gravity. - Plan, carry out and explain fair tests. - Observe a variety of forces that slow things down. - Set up, carry out and make sense of a variety of investigations. - Be able to explain how levers, pulleys, springs and gears transfer force and motion. - Design and make machines that use levers, pulleys, springs and gears.
Year 6	<p>Staying alive</p> <ul style="list-style-type: none"> - Recognise the parts of the circulatory system. - Understand the function of some of the parts of the circulatory system. - Understand the need 	<p>Classifying critters</p> <ul style="list-style-type: none"> - Understand how living things can be classified into groups scientifically. - Know the differences between vertebrates and invertebrates. 	<p>Electrifying</p> <ul style="list-style-type: none"> - Recall circuit symbols for cell, battery, switch, motor and buzzer. - Construct simple circuits using bulbs, motors, buzzers and switches. 	<p>We're evolving</p> <ul style="list-style-type: none"> - Understand that although we are similar in many ways, there are also differences between people. - Recognise that those differences include eye 	<p>We are dinosaur hunters</p> <ul style="list-style-type: none"> - Make accurate measurements. - Record and interpret results. - Use results to make 	<p>Let it shine</p> <ul style="list-style-type: none"> - Recognise that light appears to travel in straight lines. - Explain how a shadow is formed. - Explore how to change the size of a shadow.

	<p>for a healthy balanced diet.</p> <ul style="list-style-type: none"> - Investigate some effects of exercise on the body. - Take a record of measurements. - Present data in appropriate ways. - To use evidence to support or refute an assertion. - Explain the effect of drugs on the body. - Analyse data and suggest how it supports ideas about healthy diet and lifestyles. 	<ul style="list-style-type: none"> - Observe similarities and differences and use them to classify living things. - Decide on the best way to present evidence. - Know that fungi are one of the five kingdoms of living things. - Find out what yeast needs to live. - Interpret observations and use them to develop explanations. - Understand that moulds are a type of fungi, as is yeast. - Understand that microbes and fungi can be helpful and harmful. - Explore the reasons for a classification system - Recognise that there are more than two kingdoms. - Investigate ways in which plants can be classified. 	<ul style="list-style-type: none"> - Recognise and explain what is needed for a circuit to work. - Present findings and conclusions. - Recognise from a diagram whether a circuit will work. - Represent circuits with symbols. - Plan how to investigate an idea by managing variables. - Change components in a circuit and explain the patterns of change produced. - Design and build a circuit that matches a design brief. - Explain how a circuit works in detail. - Represent circuits scientifically. - Consider the impact of various ways of making electricity on the environment. - Consider alternative forms of electricity production. - Use results to make predictions and suggest further tests to conduct. 	<p>colour, hair colour, height and shoe size.</p> <ul style="list-style-type: none"> - Recognise that offspring resemble their parents in many features. - Recognise that we inherit characteristics from our parents. - Recognise that offspring are different from each other and their parents. - Understand that animals best suited to their environment survive to breed and pass on their characteristics to their offspring. - Recognise that this process is known as natural selection. - Recognise that observations can be used to support ideas. - Understand that living things can change over time. - Recognise that fossils provide information about some of these changes. - Know about the life and work of scientists who discover fossils. - Explore ideas about evolutionary timescales. 	<p>predictions.</p> <ul style="list-style-type: none"> - Make accurate observations. - Present and evaluate the findings from enquiries. - Make detailed observations - Decide if other people's ideas and results should be agreed upon. - Explain what own observations show. - Say how good my evidence is and whether it needs more research. 	<ul style="list-style-type: none"> - Represent and report on findings. - Take accurate measurements. - Identify and measure variables in an investigation. - Apply the idea of how light travels to explain how we see things. - Explore how light behaves at reflective surfaces. - Present findings and conclusions from experiments. - Use secondary sources to answer questions. - Explore how light can be reflected and bent in various ways. - Explore how white light can be split up. - Make observations and raise further questions to investigate. - Recognise that light is made up of more than one colour.
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