

Year	Units					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>1</b>	<b>Seasons and Weather</b> Observe changes across the four seasons (Observation over time book) throughout the year. Identify the four seasons Describe characteristic local weather patterns during the different seasons Describe how day length varies	<b>Humans</b> Identify, name and label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) Say which part of the body is associated with each sense	<b>Animals</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Label different features of fish, amphibians, reptiles, birds and mammals  <a href="#">Linking to 'The Snail and the Whale'</a>	<b>Materials</b> Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials based on their simple physical properties Working scientifically : compare and group, ask questions	<b>Taking care of the Earth (2/3 lessons)</b> Describe how pollution is harmful Identify the importance of conservation Recognise practical measures for conserving energy and resources. Understand that some materials can be recycled  <b>Plants (3 weeks)</b>	<b>Plants (6 weeks)</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (forest trip) Identify and describe the basic structure of a variety of common flowering plants, including trees  <a href="#">Linking to 'The Jungle Book'</a>
<b>2</b>	<b>Animals including Humans</b> Know that humans, have offspring which grow into adults Describe the basic needs of animals for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  <a href="#">Visitor- dentist/hygienist</a>	<b>Habitats</b> Compare things that are alive, once alive and never alive Describe how living things are suited to their habitats and how plants and animals in them depend on each other Identify and name a variety of plants and animals in their habitats/microhabitats Describe how animals obtain their food from plants and other animals; use the idea of a simple food chains	<b>Materials (Catch-up from Year 1)</b> Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials based on their simple physical properties Working scientifically : compare and group, ask questions Working scientifically : compare and group, ask questions	<b>Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, plastic, metal, 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  <a href="#">Linking to 'The Ice Trap'</a> <a href="#">Link to DT- tie dye</a>	<b>SATS</b>	<b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light, air, nutrients, space and a suitable temperature to grow and stay healthy Recognise how the requirements for survival are different for different plants
<b>3</b>	<b>Animals including humans</b> Identify that animals need the right types and amounts of nutrition; they cannot make their own food – they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement	<b>Forces &amp; Magnets</b> Notice that magnetic force can act at a distance Observe how magnets attract or repel each other and attract some materials and repel others Compare and group materials according to if they are magnetic Describe magnets as having two poles and use this to predict if they will attract or repel	<b>Rocks</b> To understand the processes involved in the formation of sedimentary, metamorphic and igneous rocks Recognise the difference between hard and soft rocks 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  <a href="#">Linking to 'The Iron Giant'</a> Linking to Geography (The Himalayas)	<b>Light</b> Recognise we need light to see and dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and the need to protect their eyes Recognise that shadows are formed when light from a source is blocked; identify patterns in how the size of a shadow changes  <a href="#">Linking to 'The Firework Maker's Daughter'</a>	<b>Plants</b> Identify and describe the functions of different parts of a plant: root, stem/trunk, flowers, leaves Investigate how water is transported in plants Explore the part flowers play in plant life cycles, including pollination, seed formation and seed dispersal	<b>Plants</b> Identify and describe the functions of different parts of a plant: root, stem/trunk, flowers, leaves Investigate how water is transported in plants Explore the part flowers play in plant life cycles, including pollination, seed formation and seed dispersal

<b>4</b>	<p><b>Animals including Humans (9 weeks )</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their function</p> <p>Construct and interpret a range of food chains; identify producers, predators, prey</p>	<p><b>States of matter</b></p> <p>Recognise the particle structure and behaviour of solids, liquids and gases</p> <p>Compare and group materials according to whether they are solid, liquid or gas</p> <p>Observe that some materials change state when they are heated or cooled and measure the temperatures at which these changes happen</p> <p>Identify evaporation and condensation in the water cycle and link the rate of evaporation with temperature</p>	<p><b>States of matter (continued)</b></p>	<p><b>Sound</b></p> <p>Identify how sounds are made</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and the features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations</p> <p>Recognise that sounds get fainter as the distance from the source increases</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Recognise that a component will only work if the circuit is complete</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Identify common conductors and insulators</p>	<p><b>Habitats</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>
<b>5</b>	<p><b>Humans (3/4 weeks)</b></p> <p>Describe the life cycle of a human</p> <p>Describe the changes as humans develop from babies to old age (including puberty)</p> <p>Recognise that gestation periods vary in different animals</p>	<p><b>Earth and space</b></p> <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system</p> <p>Describe the movement of the moon relative to earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><b>Forces</b></p> <p>Recognise the relationship between forces and movement</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Explain that unsupported objects fall to earth because of the force of gravity acting between the Earth and the object.</p> <p>Recognise that levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>Living things</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the process of asexual and sexual reproduction in some plants and animals</p> <p><i>Scientist: David Attenborough</i></p> <p>Working scientifically : observing and comparing, create scientific diagram</p>	<p><b>Materials</b></p> <p>Know that some materials will dissolve and describe how to recover them from a solution</p> <p>Use knowledge of solids, liquids and gases to separate mixtures of materials</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible</p> <p>Explain that some changes are irreversible and result in the formation of new materials</p>	<p><b>Light</b></p> <p>Recognise that light travels in straight lines and that we see things when objects give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes</p> <p>Use the idea that light travels in straight lines to explain the shapes of shadows</p>
<b>6</b>	<p><b>Humans</b></p> <p>Identify and name the main parts of the circulatory system and describe their functions</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on body function</p> <p>Describe how nutrients and water are transported within animals including humans</p> <p><b>Pig Heart Boy</b></p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that offspring vary from and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment and that this may lead to evolution</p>	<p><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function</p> <p>Use recognised symbols in simple circuit diagrams</p> <p>Scientist: Benjamin Franklin</p> <p>Working scientifically : draw diagrams, work systematically, make observations and record findings</p>	<p><b>All Living Things</b></p> <p>Describe how living things are classified into groups according to observable characteristics based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>		

	Biology
	Physics
	Chemistry
	Meteorology
	Environmental Science