

Year 1

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Autumn Term	Seasonal Changes/Plants	Everyday materials						Seasonal Changes/Plants	Everyday materials					
Spring Term	Seasonal Changes/Plants	Animals including humans									Seasonal Changes/Plants			
Summer Term	Seasonal Changes/Plants	Animals including humans					Seasonal Changes/Plants	Plants						

- Plants should be taught throughout the year and closely linked to the seasonal change topic. Children should explore how trees and plants change with the seasons (with special attention paid to the difference between deciduous and evergreen trees). Children should regularly identify trees and plants in the school grounds and local area. Set the challenge of identifying every plant that is growing in the school grounds and around.
- While exploring outside some aspects of the Animals Including Humans topic could also be covered e.g. *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*. See Tree tools for schools for sound and scent scavenger hunts, <https://www.treetoolsforschools.org.uk/menu/>

Year 2

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Autumn Term	Living things & their habitats/Plants*		Uses of everyday materials					Living things & their habitats/Plants*		Uses of everyday materials				
Spring Term	Animals including humans								Living things & their habitats/Plants*					
Summer Term	Living things & their habitats/Plants*									Animals including humans				

- Children should explore habitats throughout the year, identifying the living things that are found there (including any plants) and observing how they change.
 - Children should regularly collect things that are living, dead, and things that have never been alive. Some of the things they collect could be added to a class collection.
 - While regularly exploring outdoors the Teacher children could think about what the living things that they observe eat. This will support them when they explore food chains in more detail as part of this topic in Summer 2.
- Uses of everyday materials in Summer 1 will enable the Teacher to revisit the learning from the Autumn term and develop it further.
- *Learning about living things and their habitats will also provide opportunities to explore the following substantive knowledge from the animals including humans topics:
 - Notice that animals, including humans, have offspring which grow into adults.
 - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Year 3

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Autumn Term	Light					Plants (seed dispersal)		Forces (pushes/pulls)			Magnets			
Spring Term	Animals including humans (nutrition)					Plants (pollination)		Animals including humans (skeletons)						
Summer Term	Plants & Soils							Rocks				Fossils		

- Schedule 1-2 lessons in the Autumn term (around the half term holiday would be ideal) to focus on the seed dispersal part of the Plants topic. At this time of year lots of trees and plants will be dispersing seeds and this will provide a great opportunity to experience this first-hand. Seeds can also be collected and stored to support learning in Summer 2 when the Plants topic will be explored in more detail.
- Schedule 1-2 lessons in the Spring term (ideally in Spring 2) to observe the process of pollination at first-hand.
- Both of the above can be revisited in Summer 2 in more depth if necessary but this approach enables children to have first-hand learning experiences which will make the learning more memorable/embedded.

Year 4

	<u>Wk 1</u>	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Autumn Term	Living things & their habitats*	States of Matter (solids, liquids, gases, effects of heating/cooling)						Living things & their habitats*	States of Matter (evaporation/condensation/water cycle)				Electricity (simple circuits)	
Spring Term	Living things & their habitats*	Electricity (conductors & insulators, switches, appliances)			Sound (how sound is made)		Living things & their habitats*	Sound (how sound travels/changes)						
Summer Term	Sound (how sound changes – strength/distance)		Living things and their habitats				Animals including humans (start with food chains to link with living things and their habitats)							

- Living things and their habitats should be taught throughout the year with pupils regularly revisiting/surveying different habitats to see how the plants and animals living there are changing.
- States of Matter should be taught before Sound to support their understanding of how sound needs a medium to travel through (e.g. a solid, liquid or gas).

Year 5

	<u>Wk 1</u>	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	
Autumn Term	Properties of Materials						Living things + habitats*	Changes of Materials (part of the Properties of Materials topic)*							
Spring Term	Forces (gravity, friction, air/water resistance)						Living things + habitats*	Forces (levers, pulleys, gears)			Earth & Space				
Summer Term	Earth and Space				Animals including humans*			Living things and their habitats							

- *The 'properties of materials' topic contains a lot of content and should be taught over a whole term. Above it has been split into two parts to be taught concurrently in the Autumn term.
 - In the first part of the topic it is suggested the following is covered:
 - 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.
 - In the second part of the topic it is suggested the following is covered:
 - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
 - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
 - Demonstrate that dissolving, mixing and changes of state are reversible changes.
 - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
 - In the second part of the topic it is vital to revisit/recap the previous learning from the first part.
- Forces should be taught before Earth and Space so children can revisit/apply their understanding of gravity in the context of planets/space (especially when learning about orbits and why things go around each other).
- *Parts of the animals including humans relating to human development could be covered in PSHE lessons.

- This plan schedules a lesson for Living things and their Habitats in the Autumn and Spring terms. This to enable children to observe at first-hand the life cycles of plants/animals in your local environment and beyond.

Year 6

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Autumn Term	Electricity							Animals including humans*						
Spring Term	Evolution and Inheritance							Evolution and Inheritance						
Summer Term	Light							Living things and their habitats						

- For animals including humans, '*recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*' could be covered during PSHE lessons.
- Evolution and Inheritance is a challenging topic with a lot of content to explore. It needs to be taught over a whole term.