

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
1	Key concepts: <ul style="list-style-type: none"> Biology - to understand animals and humans Working scientifically 	Key concepts: <ul style="list-style-type: none"> Chemistry - to investigate materials Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology - to understand animals and humans Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology - to understand plants Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology - to understand animals and humans Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology - to understand animals and humans Working scientifically 	
	Breadth of learning: <ul style="list-style-type: none"> Basic human body parts 5 senses 	Breadth of learning: <ul style="list-style-type: none"> Identifying everyday materials Physical properties Comparing and grouping materials Charles Mackintosh (1868 – 1928) 	Breadth of learning: <ul style="list-style-type: none"> Identify and name a variety of common animals Carnivores, herbivores and omnivores 	Breadth of learning: <ul style="list-style-type: none"> Wild and garden plants, including deciduous and evergreen trees Identify Basic structure of a variety of common flowering plants, including trees 	Breadth of learning: <ul style="list-style-type: none"> Structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	Breadth of learning: <ul style="list-style-type: none"> Life cycles of common animals. Carnivores, herbivores and omnivores 	
	Ongoing throughout the year: Key concepts: <ul style="list-style-type: none"> Physics - to understand the Earth's movement in space Working scientifically 						
	Breadth of learning: <ul style="list-style-type: none"> Changes across the four seasons Weather associated with the seasons and how day length varies 						
2	Key concepts: <ul style="list-style-type: none"> Biology - to understand plants Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology - to investigate living things Working scientifically 	Key concepts: <ul style="list-style-type: none"> Chemistry - to investigate materials Working scientifically 	Key concepts: <ul style="list-style-type: none"> Chemistry - to investigate materials Working scientifically 	Key concepts: <ul style="list-style-type: none"> Chemistry - to investigate materials Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology –to understand evolution and inheritance Biology – to investigate living things Working scientifically 	
	Breadth of learning: <ul style="list-style-type: none"> Plants and there needs for life Seeds and bulbs growing into mature plants 	Breadth of learning: <ul style="list-style-type: none"> Linda Brown Buck (born 1947) Habitats Explore things that are living, dead, and things that have never been alive Food chains 	Breadth of learning: <ul style="list-style-type: none"> Investigate everyday materials 	Breadth of learning: <ul style="list-style-type: none"> Investigate everyday materials 	Breadth of learning: <ul style="list-style-type: none"> Changing shapes 	Breadth of learning: <ul style="list-style-type: none"> Feeding and exercise Growth and change 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

3	Key concepts: <ul style="list-style-type: none"> Physics-to understand movement, forces and magnets Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology – to understand animals and humans Biology – to investigate living things Working scientifically 	Key concepts: <ul style="list-style-type: none"> Chemistry - to investigate materials Biology -to understand evolution and inheritance Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology - to understand plants Working scientifically 	Key concepts: <ul style="list-style-type: none"> Physics - to understand light and seeing Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology - to understand animals and humans Working scientifically Scientists and Inventors
	Breadth of learning: <ul style="list-style-type: none"> Forces and magnets 	Breadth of learning: <ul style="list-style-type: none"> Skeletons Healthy diet 	Breadth of learning: <ul style="list-style-type: none"> Rocks and soils Fossils Mary Anning (1799 – 1847) Dr Lisa White (1961-) 	Breadth of learning: <ul style="list-style-type: none"> Functions of parts of a flowering plant. Requirements of a plant for life. How water is transported in plants. 	Breadth of learning: <ul style="list-style-type: none"> Light/dark Sun Shadows 	Breadth of learning: <ul style="list-style-type: none"> The impact of Gerald Durrell’s (1925 – 1995) conservation work.
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key concepts: <ul style="list-style-type: none"> Physics – understand electrical circuits Working scientifically 	Key concepts: <ul style="list-style-type: none"> Chemistry –to investigate materials Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology – to understand animals and humans Working scientifically 	Key concepts: <ul style="list-style-type: none"> Physics – investigate sound and hearing Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology – investigate living things Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology – explore a variety of habitats
	Breadth of learning: <ul style="list-style-type: none"> Electrical circuits Switches Insulators and conductors Thomas Edison (1847-1931) 	Breadth of learning: <ul style="list-style-type: none"> States of matter 	Breadth of learning: <ul style="list-style-type: none"> Digestive systems Teeth Food chains 	Breadth of learning: <ul style="list-style-type: none"> Sound and hearing 	Breadth of learning: <ul style="list-style-type: none"> Group and identify a variety of living things. Classification keys 	Breadth of learning: <ul style="list-style-type: none"> Threats to the environment
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key concepts: <ul style="list-style-type: none"> Physics – to understand movement, forces and magnets Working scientifically 	Key concepts: <ul style="list-style-type: none"> Chemistry –to investigate materials Working scientifically 	Key concepts: <ul style="list-style-type: none"> Biology – to investigate living things Biology – to understand animals and humans Biology – to investigate plants Working scientifically 		Key concepts: <ul style="list-style-type: none"> Biology – to investigate living things Biology – to understand animals and humans Working scientifically 	Key concepts: <ul style="list-style-type: none"> Physics – to understand the Earth’s movement in space Working scientifically
	Breadth of learning: <ul style="list-style-type: none"> Gravity Air resistance Water resistance Friction 	Breadth of learning: <ul style="list-style-type: none"> Solids, liquids and gases Reversible and irreversible changes Solutions and mixture Comparative and fair testing 	Breadth of learning: <ul style="list-style-type: none"> Life cycles of mammal, amphibian, insect, bird Germination Life process of reproduction in some plants and animals David Attenborough (born 1926) 		Breadth of learning: <ul style="list-style-type: none"> Describe the changes as humans develop to old age Life cycles 	Breadth of learning: <ul style="list-style-type: none"> The movement of Earth, planets and moon. Day and night. Understand seasons and hemispheres of Earth Mae Jemmison (born 1956) Maggie Aderin-Pocock (born 1968)

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6	Key concepts: <ul style="list-style-type: none"> • Biology – to investigate living things • Biology – to understand animals and humans • Working scientifically 	Key concepts: <ul style="list-style-type: none"> • Biology - To understand evolution and inheritance • Working scientifically 	Key concepts: <ul style="list-style-type: none"> • Biology – to investigate living things • Working scientifically 	Key concepts: <ul style="list-style-type: none"> • Physics – to investigate light and seeing • Working scientifically 		Key concepts: <ul style="list-style-type: none"> • Physics – understand electrical circuits • Working scientifically
	Breadth of learning: <ul style="list-style-type: none"> • Circulatory and respiratory systems of the body. Importance of diet, exercise, drugs and lifestyle • Alexander Fleming(1881-1955) 	Breadth of learning: <ul style="list-style-type: none"> • Evolution including dinosaurs Fossils • Inherited characteristics • Charles Darwin (1809-1882) 	Breadth of learning: <ul style="list-style-type: none"> • Classification 	Breadth of learning: <ul style="list-style-type: none"> • Investigate refraction and reflection • light travelling in a straight line • How we see things. 		Breadth of learning: <ul style="list-style-type: none"> • Making and testing circuits (series and parallel) • Drawing circuit diagrams switches, buzzers etc