

Year / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS A</b>	<u>Driver topic:</u> Do you want to be friends?	<u>Driver topic:</u> Dangerous dinosaurs.	<u>Driver topic:</u> Once upon a time.	<u>Driver topic:</u> Let's explore.	<u>Driver topic:</u> Sunshine and flowers.	<u>Driver topic:</u> Who lives in a rock pool?
<b>Y 1/2 (A)</b>	<u>Driver topic:</u> <b>Childhood</b>		<u>Driver topic:</u> <b>Bright lights, big city!</b>		<u>Driver topic:</u> <b>School days</b>	
	<u>Everyday materials</u> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<u>Human senses</u> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<u>Seasonal changes</u> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>		<u>Plant parts</u> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<u>Animal parts</u> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>
<b>Y 3/4 (A)</b>	<u>Driver topic:</u> <b>Invasion</b>		<u>Driver topic:</u> <b>Misty mountain, windy river</b>		<u>Driver topic:</u> <b>Ancient civilisations</b>	
	<b>Food and the digestive system</b> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in</li> </ul>	<b>Sound -</b> <ul style="list-style-type: none"> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Identify how sounds are made, associating some of</li> </ul>	<b>States of matter</b> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> </ul>	<b>Grouping and classifying</b> <ul style="list-style-type: none"> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that living things can be grouped in a variety of ways.</li> <li><b>Working scientifically –</b></li> </ul>	<b>Electrical circuits and conductors</b> <ul style="list-style-type: none"> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Identify common appliances that run on electricity.</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on</li> </ul>	<b>Food and the digestive system</b> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>

	<p>humans and their simple functions.</p> <ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li><b>Working scientifically</b></li> <li>Identifying and classifying, observing changes over time, Comparative test, Pattern seeking, Research</li> </ul>	<p>them with something vibrating.</p> <ul style="list-style-type: none"> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li><b>Working scientifically</b> =</li> <li>Identifying and classifying, Comparative test, Pattern seeking, Research</li> </ul>	<ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (<b>this objective is included in the misty mountain unit planning</b>)</li> <li><b>Working scientifically</b> –</li> <li>Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and classifying, Pattern seeking, Research</li> </ul>	<p>whether or not the lamp is part of a complete loop with a battery.</p> <ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li><b>Working scientifically</b></li> <li>Identifying and classifying, Pattern seeking, Comparative test, Research.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li><b>Working scientifically</b> <ul style="list-style-type: none"> <li>Identifying and classifying, observing changes over time, Comparative test, Pattern seeking, Research</li> </ul> </li> </ul>
Y5/6 (A)	<p><b>Driver topic:</b> <b>Dynamic dynasties</b></p>		<p><b>Driver topic:</b> <b>Sow, grow and farm</b></p>		<p><b>Driver topic:</b> <b>Ground-breaking Greeks</b></p>	
		<p><b>Forces and mechanisms</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Human reproduction and ageing</b> <b>- this unit covers human reproduction which will be covered later in the year as part of PSHE in Summer 2.</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as human develop to old age.</li> </ul>		<p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>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.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li><b>Working scientifically – Identifying and classifying, Observing changes over time, Comparative tests, Research, Pattern seeking</b></li> </ul>	
EYFS B	<p><b>Driver topic:</b> <b>Let's explore</b></p>	<p><b>Driver topic:</b> <b>Marvellous machines.</b></p>	<p><b>Driver topic:</b> <b>Long ago.</b></p>	<p><b>Driver topic:</b> <b>Ready steady grow.</b></p>	<p><b>Driver topic:</b> <b>Animal safari.</b></p>	<p><b>Driver topic:</b> <b>On the beach.</b></p>

<p>Y1/ 2 (B)</p>	<p style="text-align: center;"><u>Driver topic:</u> <b>Movers and shakers</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><u>Use of materials (22)</u></p> <ul style="list-style-type: none"> <li>○ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>○ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>○ <b><u>Working scientifically-</u></b> Identifying and classifying, Pattern seeking, Comparative tests, Research</li> <li>○ <b>(Human survival 24)</b></li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><u>Habitats</u></p> <ul style="list-style-type: none"> <li>○ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>○ Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>○ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>○ Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>○ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>○ <b><u>Working scientifically-</u></b> Identifying and classifying, Research, Pattern seeking</li> </ul> </td> </tr> </table>	<p><u>Use of materials (22)</u></p> <ul style="list-style-type: none"> <li>○ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>○ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>○ <b><u>Working scientifically-</u></b> Identifying and classifying, Pattern seeking, Comparative tests, Research</li> <li>○ <b>(Human survival 24)</b></li> </ul>	<p style="text-align: center;"><u>Habitats</u></p> <ul style="list-style-type: none"> <li>○ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>○ Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>○ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>○ Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>○ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>○ <b><u>Working scientifically-</u></b> Identifying and classifying, Research, Pattern seeking</li> </ul>	<p style="text-align: center;"><u>Driver topic:</u> <b>Coastline</b></p> <table border="1" style="width: 100%; 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<p>Y 3/4 (B)</p>	<p style="text-align: center;"><u>Driver topic:</u> <b>Through the ages.</b></p>	<p style="text-align: center;"><u>Driver topic:</u> <b>Road trip USA!</b></p>	<p style="text-align: center;"><u>Driver topic:</u> <b>Emperors and Empires</b></p>				

		<b>(2024 Rocks, relics and rumbles)</b>				
	<p><b><u>Animal Nutrition and the Skeletal System</u></b></p> <ul style="list-style-type: none"> <li>○ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>○ identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>○ <b><u>Working scientifically –</u></b> Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>○ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b><u>Forces and magnets</u></b></p> <ul style="list-style-type: none"> <li>○ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>○ Compare how things move on different surfaces.</li> <li>○ Describe magnets as having two poles.</li> <li>○ Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>○ Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>○ Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>○ <b><u>Working scientifically –</u></b> Identifying and classifying, Pattern seeking, Comparative tests, Research</li> </ul>	<p><b><u>What do scientists do?</u></b></p> <ul style="list-style-type: none"> <li>○ Enquiries and hypothesis</li> <li>○</li> <li>○ <b><u>2024 year B: Rocks</u></b></li> <li>○ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>○ Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>○ Recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b><u>Why are trees tall?</u></b></p> <ul style="list-style-type: none"> <li>○ Investigate the way water is transported in plants.</li> <li>○ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units with a range of equipment, including thermometers and data loggers Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>○ <b><u>2024 Year B: Plants</u></b></li> <li>○ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>○ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>○ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>○ Investigate the way in which water is transported within plants.</li> </ul>	<p><b><u>Lights and shadows</u></b></p> <ul style="list-style-type: none"> <li>○ Find patterns in the way that the size of shadows change.</li> <li>○ Notice that light is reflected from surfaces.</li> <li>○ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>○ Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>○ Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>○ <b><u>Working scientifically –</u></b> Identifying and classifying, Observing changes over time, Comparative tests, Pattern seeking, Research</li> </ul>
Y5/6 (B)	<b><u>Driver topic:</u></b> <b>Maafa</b>		<b><u>Driver topic:</u></b> <b>Frozen kingdom</b>		<b><u>Driver topic:</u></b> <b>Britain at war</b>	

	<p><b>Circulatory system</b></p> <ul style="list-style-type: none"> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul>	<p><b>Earth and Space – 2024</b></p>	<p><b>Electrical circuits and components</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li> <p><b><i>Living things and their habitat's objective covered in Frozen Kingdoms:</i></b></p> <ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> </li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Forces and Mechanisms</b></p> <p><b>(Note: Light and Evolution and Inheritance removed from this year)</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>Circulatory system</b></p> <ul style="list-style-type: none"> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul>
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