

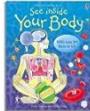
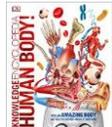


<p>EYFS (3 and 4 year olds)</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<p>Personal, social and Emotional Development</p> <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and tooth brushing. 	<p>Understanding the world</p> <ul style="list-style-type: none"> Identify seasons Talk about animals and where they live Talk about differences between materials e.g. cooking, melting ice. Explore materials with different properties To talk about where they live Explore the senses Explore natural materials indoors and outdoors Plant seeds and care for growing plants Understand the life cycle of a plant Repeat actions that have an effect Understand the life cycle of an animal To learn about our body parts Talk about what they see Explore how things work Begin to talk about forces they can feel Talk about food and where it comes from Begin to understand the need to respect our natural environment and planet
<p>Reception</p>	<p>Communication and Language</p> <p>Learn new vocabulary.</p> <ul style="list-style-type: none"> Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to 	<p>Personal, Social and Emotional Development</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<p>Understanding the world</p> <ul style="list-style-type: none"> To identify parts of the body. To explore how we change as we grow. To identify similarities between humans and animals. To ask questions about the natural environment To respect and care for the natural environments To know about and recognise the signs of each season. To know about features of the world and Earth To know some important processes and changes in the natural world, including states of matter (freezing). To know the difference between herbivores and carnivores. To observe the growth of seeds and talk about changes. To know how to care for growing plants. To learn about lifecycles of plants and animals. To know that some animals are nocturnal. To know about different habitats.



	<p>explain how things work and why they might happen. • Use new vocabulary in different contexts.</p>		<p>To know about features of own immediate environment might vary from another. To know that some things in the world are man-made and some things are natural. To know some important processes and changes in the natural world including states of matter (floating and sinking)</p>
ELG	<p>Communication and Language Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Personal, Social and Emotional Development Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Understanding the World The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

SCIENCE OVERVIEW

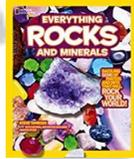
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	NC	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common 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 (fish, amphibians, reptiles, birds and mammals, including pets).	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Say which part of the body is associated with each sense. 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 trees.	Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 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 (fish, amphibians, reptiles, birds and mammals, including pets).	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 or omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 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. Compare and group together a variety of everyday materials on the basis of their simple physical properties.
	LGPS KNOWLEDGE ORGANISER	Plants and animals where we live	Who am I?	Celebrations	Polar Places	On Safari	Holiday
	KEY TEXT		  <ul style="list-style-type: none"> - Usborne see inside your body - DK Human Body 				
	Writing Opportunity	Write labels for plants and animals	Create a 'Who am I? Big Book' with an index and glossary.	Design and make invitations	Make, write and send a postcard from a polar expedition.	Read and write poems about snails, bees, wasps or create a set of rules or instructions for going on safari and for looking after invertebrates	Create a travel brochure.

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YEAR 2	NC	Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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.	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.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 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 about and describe the basic needs of humans for survival (water, food and air). Describe the importance for humans of eating the right amounts of different types of food, and hygiene. Observe and describe how seeds and bulbs 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. Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	LGPS KNOWLEDGE ORGANISER	Our Local Environment	Materials Monster	Healthy Me	Little Masterchefs	Young Gardeners	Squash, bend, twist and stretch
	KEY TEXT			 <ul style="list-style-type: none"> - Usborne see inside your body - DK Human Body 			
	Writing Opportunity	Write poems about flowers.	Storytelling: How did Materials Monster arrive? Where did he come from? What does he eat? Where does he live?	Instructions for keeping healthy, e.g. cleaning teeth, washing hands.	Writing their own recipe.	Compose instructions for growing plants - orally and then write sentences.	Write up a real event, e.g. testing rocket mice
YE	NC	Animals including humans PoS page 17	Plants PoS page 16	Forces PoS page 19	Light PoS page 18	Rocks PoS page 17	Working Scientifically PoS page 14

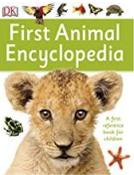
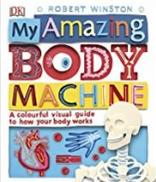
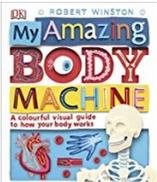
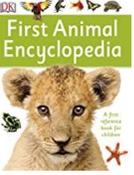
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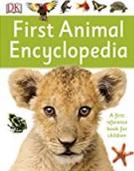
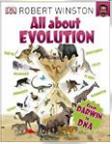
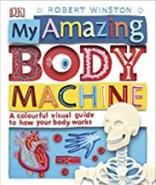
	LGPS KNOWLEDGE ORGANISER	ANIMALS INCL HUMANS - Project Made - LGPS Animals including humans Y3 - 2 Books <i>Switched on Science: Food and our bodies</i>	PLANTS - Project Made - LGPS Plants Y3 - 8 Books <i>Switched on Science: Plants - How does your garden grow?</i>	FORCES AND MAGNETS - Project Made - LGPS Forces and Magnets Y3 - 3 Books <i>Switched on Science: Forces and Magnets</i>	LIGHT - Project Made - LGPS Lights Y3 - 5 books <i>Switched on Science: Light and Shadows</i> Tig Tag	ROCKS - Project Made - LGPS Rocks Y3 - 4 Books <i>Switched on Science: Rocks and Fossils</i> Tig Tag Soil Tig Tag Rocks	SCIENCE IN ACTION - The Nappy Challenge
	KEY TEXT	- Usborne see inside your body - DK Human Body 	-			Everything Rocks and Minerals 	
	Writing Opportunity	Advert / dinner menu or poetry. Please see medium term plans.	Non-chronological report. Please see medium term plans.	Instructions. Please see medium term plans.	Explanation text. Please see medium term plans.	Newspaper recount or persuasive letter. Please see medium term plans.	Discussion text. Please see medium term plans.
YEAR 4	NC	Living Things PoS page 20	States of matter PoS page 21	Working Scientifically PoS page 14	Animals including humans PoS page 21	Sound PoS page 22	Electricity PoS page 23
	LGPS KNOWLEDGE ORGANISER	ANIMALS AND THEIR HABITATS - <i>Switched on Science: Living things</i>	STATES OF MATTER - Project Made - LGPS States of Matters Y4 - 6 books <i>Switched on Science: Looking at states</i>	NO KO <i>Switched on science: The Big Build</i>	LIVING THINGS INCL HUMANS - <i>Switched on Science: Teeth and eating</i>	SOUND - <i>Switched on Science: What's that sound?</i>	ELECTRICITY <i>Switched on Science: Power it up</i>



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	KEY TEXT						
	Writing opportunity	To write a persuasive leaflet - Save our Bees	To write a recount / report of their investigation	To write a non-chronological report on a big building of their choice.	To write a journey story. Tell the story of a pea as it journeys through the digestive system.	To write an explanation text	To write a persuasive advert for the object they have made. (Remind of year 3 persuasion toolkit)
YEAR 5	NC	Properties and changes of materials Pages 28-29 programme of study	Working scientifically Pages 25-26 Programme of study	Earth and Space Page 29 of Programme of Study	Forces Page 30 Programme of Study	Animals including humans Page 27 Programme of Study	Living Things and their Habitats Page 27 Programme of Study
	LGPS KNOWLEDGE ORGANISER	PROPERTIES AND CHANGES OF MATERIALS - Project Made - LGPS Properties and Changes to Materials Y5 - 3 books (although not great) <i>Switched on Science: Material world</i>	Amazing Changes <i>Switched on Science</i>	SPACE - Project Made - LGPS Earth and Space Y5 - 9 books <i>Switched on Science: Out of this world</i>	FORCES - Project Made - LGPS Forces Y5 - 7 books <i>Switched on Science: Let's get moving</i>	ANIMALS INCL HUMANS SRE <i>Switched on Science: Growing up and growing old</i>	LIVING THINGS AND THEIR HABITATS Project Made - LGPS Living Things and Their Habitats Y5 - 8 books (although these book are not great <i>Switched on Science: Circle of life</i>
	KEY TEXT					DK My amazing body machine 	DK First Animal Encyclopaedia 
	Writing opportunity	Choose one of the following:	Write an explanation text explaining one of the activities that you have	To write a non-chronological report on a planet of their choice.	Write a persuasive advert for your machine	Please see medium term plan for the choice of activity.	Please see medium term plan for the choice of activity.

SCIENCE OVERVIEW

		<p>1) Write an explanation for how to grow a crystal.</p> <p>2) Write an explanation for the differences between solutions, solvents and solutes.</p>	<p>done this unit e.g. how to make a volcano erupt; how to make plastic etc.</p>		<p>or an explanation for how it works.</p>		
YEAR 6	NC	Living Things and their habitats PoS page 31	Light PoS page 33	Evolution and Inheritance page 32.	Animals including Humans PoS page 31/32	Electricity PoS page 34	Working scientifically Pages 25-26 Programme of study
	LGPS KNOWLEDGE ORGANISER	CLASSIFICATION <i>Switched on Science: Classifying Living Things</i>	LIGHT - Project Made - LGPS Light Y6 - 4 books <i>Switched on Science: Light</i>	EVOLUTION AND INHERITANCE - Project Made - LGPS Evolution and Inheritance Y6 - 11 books (although might be a bit childish). <i>Switched on Science: Evolution and Inheritance</i>	ANIMALS INCL HUMANS - Project Made - LGPS Animals Including Humans Y6 - 3 books (childish) <i>Switched on Science: Healthy Bodies</i>	ELECTRICITY - Project Made - LGPS Electricity Y6 - 1 books <i>Switched on Science: Electricity</i>	<i>The Titanic</i>
	Writing Opportunity	Discussion text	Instructions or explanation	Biography or recount	Journey Tale	Recount or non-chronological report.	Recount or explanation
KEY TEXT			<ul style="list-style-type: none"> - DK All About Evolution - Amazing Evolution- The journey of life  				



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