



## EYFS

Year Group	EYFS	Unit Title	Autumn Changes and Decay Experimentation - Spells and Potion
Builds on...	-	Prepares for...	Seasonal Changes (Y1 T2)
Key Skills Covered		Main Knowledge Gained	
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>			
<p>Key Vocabulary:                      Weather, Seasons</p>			



Year Group	EYFS	Unit Title	Hibernation- Winter Changes
Builds on...	-	Prepares for...	Seasonal Changes (Y1 T2)
Key Skills Covered		Main Knowledge Gained	
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>			
<p>Key Vocabulary: Weather, Seasons</p>			



Year Group	EYFS	Unit Title	Similarities and differences in materials (Biscuit experiment)
Builds on...	-	Prepares for...	Materials (Y1 T3)
Key Skills Covered		Main Knowledge Gained	
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>			
<p>Key Vocabulary: Touch • Shiny • Hard • Rough</p>			



Year Group	EYFS	Unit Title	Chick Life Cycles- Spring Kate Humble
Builds on...	-	Prepares for...	Animals including Humans (Y1 T5)
Key Skills Covered		Main Knowledge Gained	
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>			
<p>Key Vocabulary: Chick, feathers, beak, newborn, lifecycle</p>			



Year Group	EYFS	Unit Title	My Body Parts of the Human Body Keeping Healthy and Importance of exercise Neil Armstrong
Builds on...	-	Prepares for...	Our Bodies (Y1 T1)
Key Skills Covered		Main Knowledge Gained	
<p>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.                  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.                  Make comments about what they have heard and ask questions to clarify their understanding.</p>			
<p>Key Vocabulary: Alive</p> <ul style="list-style-type: none"> <li>• Animal</li> <li>• Food</li> <li>• Unwell</li> <li>• Smell</li> <li>• Touch</li> <li>• Hear</li> <li>• Taste</li> <li>• See</li> <li>• Senses</li> </ul>			



Year Group	EYFS	Unit Title	What do plants need to grow? How are they similar or different? Minibeasts: Lifecycle of a butterfly Beatrix Potter
Builds on...	-	Prepares for...	Plants (Y1 T6)
Key Skills Covered		Main Knowledge Gained	
<p>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.            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.            Make comments about what they have heard and ask questions to clarify their understanding.</p>			
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> <li>• Plant</li> <li>• Seed</li> <li>• Grow</li> <li>• Flower</li> <li>• Leaf</li> </ul>			



## Year One

Year Group	1	Unit Title	Human Body and Senses (T1) (Scientist Florence Nightingale)
Builds on...	EY	Prepares for...	Animals and Mammals Y2
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Gather and record data to help in recording questions</li> </ul>		<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>	
Key Vocabulary: head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot wing, beak, tail, fin sight, smell, touch, taste, hearing			

Year Group	1	Unit Title	Seasonal Changes T2+4 (Scientist Michael Fish/ Benjamin Franklin)
Builds on...		Prepares for...	T4 Seasonal Changes.
Key Skills Covered		Main Knowledge Gained	
Use observations and ideas to suggest answers to questions (WS)		<ul style="list-style-type: none"> <li>Observe and describe weather associated with the seasons and how day length varies</li> <li>Observe changes across the four seasons</li> </ul>	
Key vocabulary: season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark			



Year Group	1	Unit Title	Everyday Materials T3 (Scientist John Boyd)
Builds on...	EY's science	Prepares for...	Term 3 Year 2 Uses of everyday materials
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Identify and classify (WS)</li> <li>Perform simple tests. (W/S)</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish between the object and the materials 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>	
Key vocabulary: hard, soft, rough, smooth, shiny, dull, bendy, stiff, wood, plastic, glass, paper, metal, rock			

Year Group	1	Unit Title	Animals including Humans- offspring. T5 (Scientist Roger Airliner)
Builds on...	EY's	Prepares for...	Y2 T1 Animals including humans (basic needs of offspring)
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways. (WS)</li> </ul>		<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> <li></li> </ul>	
Key vocabulary: amphibians, fish, reptiles, mammals, birds (+ 1 example of each) herbivore, omnivore, carnivore			





Year Group	1	Unit Title	Plants T6 (Scientist David Bellamy)
Builds on...	EY	Prepares for...	Plants In Y2
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>• Use simple equipment to observe closely (WS)</li> <li>• Gather and record data to answer simple questions.</li> </ul>		<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>	
Key vocabulary: deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches			



## Year Two

Year Group	2	Unit Title	Animals including humans (basic needs of offspring) T1 Elizabeth Garret-Anderson)
Builds on...	Y1T1 Human body and senses.	Prepares for...	T4 Animals including humans (food and Hygiene)
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus) (WS)</li> </ul>		<p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	
Key vocabulary: survival, water, air, food reproduce, adult, baby, offspring, kitten, calf, puppy,			



Year Group	2	Unit Title	Living things and their habitats T2 +5 (Scientist Rachel Carson and Jane Colden)
Builds on...	Plants Y1 T6	Prepares for...	Plants T4 Y2
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Identify group and classify. (WS)</li> </ul>		Identify and name a variety of plants and animals in their habitats, including micro-habitats 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 Explore and compare the differences between things that are living, dead, and things that have never been alive 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	
Key vocabulary: living, dead, habitat, microhabitat, woodland, meadow, hedgerow, pond			

Year Group	2	Unit Title	Uses of everyday materials T3 (Charles McIntosh)
Builds on...	Y1 Materials	Prepares for...	Y5 materials properties and changes.
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus) (WS)</li> <li>Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways (WS)</li> </ul>		<ul style="list-style-type: none"> <li>Describe 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> </ul>	
Key vocabulary: brick, fabric, elastic, foil, property, solid, waterproof, absorbent, opaque, transparent, squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce			



Year Group	2	Unit Title	Animals including humans food and hygiene T4 (Louis Pasteur)
Builds on...	Y2T1	Prepares for...	Animals including humans nutrition (Y3 T4)
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Communicate ideas in a variety of ways. (WS)</li> </ul>		<ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li></li> </ul>	
Key vocabulary: food chain, prey, predator, camouflage, protection exercise, hygiene, balanced diet			

Year Group	2	Unit Title	Plants T5 (Tim Smit)
Builds on...	Plants Y1 T6	Prepares for...	Plants Y3 T6
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus) (WS)</li> <li>Use simple comparative tests (WS)</li> <li>Use simple equipment to observe closely including changes over time. (WS)</li> </ul>		<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</li> </ul>	
Key vocabulary: growth, germinate, light, temperature reproduce, lifecycle			



## Year Three

Year Group	3	Unit Title	Animals including humans Skeleton T1 (Dorothy Hodgkin)
Builds on...	Y2 T4 (Exercise food and hygiene)	Prepares for...	Digestion (T4 Nutrition)
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests (Year 3 focus)</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus)</li> </ul>		<ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	
Key vocabulary: skeleton, skull, bones, muscles, movement, support, protection, nutrition			

Year Group	3	Unit Title	Light T2 (Thomas Edison)
Builds on...	Seasonal changes Y1 T2+4	Prepares for...	Light in Y6 T2
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Find patterns in the way that the size of shadows change</li> <li>Make systematic and careful observations, take accurate measurements. (WS)</li> <li>Ask scientific enquiry to answer questions (WS)</li> </ul>		<ul style="list-style-type: none"> <li>Recognise that he/she needs light in order to see things and that dark is the absence of light</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 eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li></li> </ul>	
Key vocabulary: light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque			



Year Group	3	Unit Title	Forces and Magnets T3 (Isaac Newton)
Builds on...	Uses of everyday materials (Y2 T3)	Prepares for...	Forces Y5 T3
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Predict whether two magnets will attract or repel. (WS)</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus) (WS)</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus) (WS)</li> </ul>		<ul style="list-style-type: none"> <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>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>Describe magnets as having two poles</li> </ul>	
Key vocabulary: force, contact, surface, magnetic, attract, repel, poles			

Year Group	3	Unit Title	Animals including humans. Nutrition T4 (Elsie Widdowson)
Builds on...	The Skeleton (T1)	Prepares for...	Digestion (Y4 T1)
Key Skills Covered		Main Knowledge Gained	
Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus)		<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> </ul>	
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus)		<ul style="list-style-type: none"> <li></li> </ul>	
Key vocabulary: skeleton, skull, bones, muscles, movement, support, protection, nutrition			



Year Group	3	Unit Title	Rocks T5 (Mary Anning)
Builds on...	Uses of everyday materials (Y2 T3)	Prepares for...	Properties and changes of materials (Y5 T1)
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Use straightforward scientific evidence to answer questions. (WS)</li> <li>Make systematic and careful observations. (NC)</li> </ul>		<ul style="list-style-type: none"> <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>	
Key vocabulary: soils, organic matter, fossil, crystal, sandstone, granite, marble, pumice absorbent, crumble sedimentary, layer, sediment igneous, magma, lava, gas bubbles (tiny holes/spaces) metamorphic, change, squeeze, pressure			

Year Group	3	Unit Title	Plants T6 (Janaki Ammal)
Builds on...	Year 2 T6 Plants	Prepares for...	Habitats (y4 T6)
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus) (WS)</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus) (WS)</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore and describe 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>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	
Key vocabulary: air, water, transportation, nutrients, soil, reproduction, seed formation, seed dispersal, pollination			



## Year Four

Year Group	4	Unit Title	Animals Including Humans (Digestion) T1 (William Beaumont)
Builds on...	Animals Including Humans – Nutrition and the skeleton (Y3 T1/4)	Prepares for...	Teeth in Term 2
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus)</li> <li>Set up simple practical enquiries, comparative and fair tests (Year 4 focus)</li> </ul>		<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> </ul>	
Key vocabulary: mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, nutrients, absorb			

Year Group	4	Unit Title	Animals Including Humans (Teeth) T2 (Pierre Fauchard)
Builds on...	Animals Including Humans (Digestion) Y4 T1	Prepares for...	Animals Including Humans – Gestation and Puberty (Y5 T6)
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus)</li> <li>Set up simple practical enquiries, comparative and fair tests (Year 4 focus)</li> </ul>		<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	
Key vocabulary: canine, incisor, molar producer, consumer, apex predator			





Year Group	4	Unit Title	Sound T3 (Alexander Graham Bell)
Builds on...	Light Y3 T2	Prepares for...	Electricity Y4 T5
Key Skills Covered		Main Knowledge Gained	
<p>Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus)</p>		<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <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>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	
Key vocabulary: vibration, wave, volume, pitch, tone, insulation			

Year Group	4	Unit Title	States of Matter T4 (Rutherford)
Builds on...	Rocks Y3 T5	Prepares for...	Properties and Changes of Materials Y5 T1
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus)</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus)</li> </ul>		<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> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	
Key vocabulary: solid, liquid, gas, evaporation, condensation, particle, temperature, freezing, heating			



Year Group	4	Unit Title	Electricity T5 (Michael Faraday)
Builds on...	Light Y3 T2	Prepares for...	Light Y6 T2 and Electricity Y6 T5
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests (Year 4 focus)</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus)</li> </ul>		<ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</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>Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	
Key vocabulary: appliance, battery power, main power, circuit, series, cell, battery, wire, bulb, switch, break in circuit conductor, insulator			

Year Group	4	Unit Title	Living Things and their Habitats T6 (Dian Fossey)
Builds on...	Living things and their Habitats (Y2 T2 + 5)	Prepares for...	Living Things and their Habitats Y5 T5
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus)</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus)</li> </ul>		<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <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 environments can change and that this can sometimes pose dangers and have an impact on living things</li> </ul>	
Key vocabulary: vertebrates, invertebrates (+ 1 example of each) environment, habitat, classification key			



## Year Five

Year Group	5	Unit Title	Properties and changes of materials T1 (Spencer Silver)
Builds on...	States of Matter Y4 T4	Prepares for...	Electricity Y6 T5 and 6
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</li> <li>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus)</li> </ul>		<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>Recognise 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>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</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> </ul>	
Key vocabulary: hardness, transparency, conductivity (electrical, thermal) solubility, solution dissolve, filter, evaporate, sieve, reversible, irreversible			



Year Group	5	Unit Title	Earth and Space T2 (Mary Somerville)
Builds on...	Seasonal Changes Y1 T2 and 4	Prepares for...	Forces Y5 T3
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</li> </ul>		<ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	
Key vocabulary: Earth, sun, moon, solar system, axis of rotation, day, night, phases of the moon, star, constellation			

Year Group	5	Unit Title	Forces T3 (Emma England)
Builds on...	Earth and Space Y5 T2 Forces and Magnets Y3 T3	Prepares for...	-
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus)</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</li> </ul>		<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>	
Key vocabulary: air resistance, water resistance, friction, gravity lever, gear, pulley, Newtons			



Year Group	5	Unit Title	Living things and their Habitats- Life Cycles of a mammal, amphibian, bird and insect T4 (Terri Irwin)
Builds on...	Living Things and their Habitats Y4 T6	Prepares for...	Living things and their Habitats – Reproduction of plants and animals Y5 T5
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus)</li> </ul>		<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> </ul>	
Key vocabulary: life process, reproduction, offspring			

Year Group	5	Unit Title	Living things and their Habitats – Reproduction of plants and animals T5 (Agnes Arber)
Builds on...	Living things and their Habitats- Life Cycles of a mammal, amphibian, bird and insect T4	Prepares for...	Living things and their Habitats Y6 T4
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</li> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> </ul>		<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals</li> </ul>	
Key vocabulary: life process, reproduction, offspring			



Year Group	5	Unit Title	Animals Including Humans – Gestation and Puberty T6 (Sir David Attenborough)
Builds on...	Animals including Humans Teeth Y4 T2	Prepares for...	Evolution and Inheritance Y6 T1
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus)</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</li> </ul>		<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>	
Key vocabulary: womb, foetus, embryo, gestation, baby, toddler, teenager, elderly growth, development, puberty			



## Year Six

Year Group	6	Unit Title	Y6 T1 Evolution and Inheritance (Charles Darwin)
Builds on...	Animals Including Humans – Gestation and Puberty Y5 T6	Prepares for...	-
<b>Key Skills Covered</b>		<b>Main Knowledge Gained</b>	
<ul style="list-style-type: none"> <li>● Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus)</li> <li>● Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>		<ul style="list-style-type: none"> <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>	
Key vocabulary: adaptation, evolution, characteristic, reproduction, genetics, survival			



Year Group	6	Unit Title	Light and the Eye T2 (Alhazen)
Builds on...	Animals Including Humans (Teeth) Y4 T2	Prepares for...	Animals Including Humans (Blood and the Heart) T3
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus)</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus)</li> <li>Use test results to make predictions to set up further comparative and fair tests (Year 6 focus)</li> </ul>		<ul style="list-style-type: none"> <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>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>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>	
Key vocabulary: refraction, reflection, spectrum, rainbow			

Year Group	6	Unit Title	Animals Including Humans (Blood and the Heart) T3 (William Harvey)
Builds on...	Light and the Eye Y6 T2	Prepares for...	-
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Identify scientific evidence that has been used to support or refute ideas or arguments (Year 6 focus)</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus)</li> </ul>		<ul style="list-style-type: none"> <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> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	
Key vocabulary: function, circulatory system, heart, valve, blood vessel, vein, artery transport, oxygenated, deoxygenated lifestyle, drug			





Year Group	6	Unit Title	Living things and their Habitats T4 (Carl Linnaeus)
Builds on...	Living things and their Habitats Y5 T4 and 5	Prepares for...	-
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 6 focus)</li> <li>Group and classify things and recognise patterns</li> <li>Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings</li> </ul>		<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>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	
Key vocabulary: characteristic, classification, organism, micro-organism			

Year Group	6	Unit Title	Electricity T5 and T6 (Nicolas Tesla)
Builds on...	Light T2 Electricity Y4 T5	Prepares for...	-
Key Skills Covered		Main Knowledge Gained	
<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus)</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus)</li> <li>Use test results to make predictions to set up further comparative and fair tests (Year 6 focus)</li> </ul>		<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> </ul>	
Key vocabulary: circuit - series, parallel voltage, volts, amps			

