

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drivers	Environment Creativity Communication Well-being Community	Environment Creativity Communication Well-being Community	Environment Creativity Communication Well-being Community	Environment Creativity Communication Well-being Community	Environment Creativity Communication Well-being Community	Environment Creativity Communication Well-being Community
National Curriculum	Living things and their habitats <ul style="list-style-type: none">recognise that living things can be grouped in a variety of waysexplore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentrecognise that environments can change and that this can sometimes pose dangers to living thingsconstruct and interpret a variety of food chains, identifying producers, predators and prey	Animals including humans <ul style="list-style-type: none">describe the simple functions of the basic parts of the digestive system in humansidentify the different types of teeth in humans and their simple functions	Electricity <ul style="list-style-type: none">identify common appliances that run on electricityconstruct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzersidentify 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 batteryrecognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuitrecognise some common conductors and insulators, and associate metals with being good conductors	Sound <ul style="list-style-type: none">identify how sounds are made, associating some of them with something vibratingrecognise that vibrations from sounds travel through a medium to the earfind patterns between the pitch of a sound and features of the object that produced itfind patterns between the volume of a sound and the strength of the vibrations that produced itrecognise that sounds get fainter as distance from the sound source increases	States of matter <ul style="list-style-type: none">compare and group materials together, according to whether they are solids, liquids or gasesobserve 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)identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	
	Working scientifically -Ask relevant questions. -Gather, record, classify and present data in a variety of ways to help in answering questions. -Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	Working scientifically -Ask relevant questions. -Set up simple, practical enquiries and comparative and fair tests. -Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	Working scientifically -Ask relevant questions. -Set up simple, practical enquiries and comparative and fair tests. -Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help in answering questions. -Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. -Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. -Identify differences, similarities or changes related to simple, scientific ideas and processes. -Use straightforward, scientific evidence to answer questions or to support their findings.	Working scientifically -Ask relevant questions. -Set up simple, practical enquiries and comparative and fair tests. -Gather, record, classify and present data in a variety of ways to help in answering questions. -Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. -Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. -Identify differences, similarities or changes related to simple, scientific ideas and processes. -Use straightforward, scientific evidence to answer questions or to support their findings.	Working scientifically -Ask relevant questions. -Set up simple, practical enquiries and comparative and fair tests. -Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help in answering questions. -Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. -Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. -Identify differences, similarities or changes related to simple, scientific ideas and processes. -Use straightforward, scientific evidence to answer questions or to support their findings.	

Chris Quigley Skills	Living things and their habitats <ul style="list-style-type: none">• recognise that living things can be grouped in a variety of ways• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment• recognise that environments can change and that this can sometimes pose dangers to living things• construct and interpret a variety of food chains, identifying producers, predators and prey	Animals including humans <ul style="list-style-type: none">• describe the simple functions of the basic parts of the digestive system in humans• identify the different types of teeth in humans and their simple functions	Electricity <ul style="list-style-type: none">• identify common appliances that run on electricity• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers• 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• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit• recognise some common conductors and insulators, and associate metals with being good conductors	Sound <ul style="list-style-type: none">• identify how sounds are made, associating some of them with something vibrating• recognise that vibrations from sounds travel through a medium to the ear• find patterns between the pitch of a sound and features of the object that produced it• find patterns between the volume of a sound and the strength of the vibrations that produced it• recognise that sounds get fainter as distance from the sound source increases	States of matter <ul style="list-style-type: none">• compare and group materials together, according to whether they are solids, liquids or gases• 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)• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	