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| **YEAR 1** | **AUTUMN 1** **(& ONGOING THROUGHOUT THE YEAR)** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
|  | **SEASONAL CHANGES** | **ANIMALS, INC HUMANS (naming animal and body parts)** | **EVERYDAY MATERIALS** | **PLANTS (names and structure of plants)** | **FORCES (exploratory unit)** | **LIGHT (exploratory unit)** |
| **WORKING SCIENTIFICALLY****INVESTIGATION** | **Observe changes across the seasons. (ongoing display)** | **Senses investigation** | **What is the best material for mopping up a puddle? Discovery Dog investigation.**  | **How do plants grow? Discovery Dog investigation.** | **Pushes and pulls** | **How do we see?** |

**Famous scientist focus- Mae Jemison**

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| **YEAR 2** | **AUTUMN 1**  | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
|  | **ANIMALS INCLUDING HUMANS (health and growth)** | **SEASONAL CHANGES (short unit)** | **USES OF EVERYDAY MATERIALS**  | **PLANTS** | **LIVING THINGS AND THEIR HABITATS (suitable habitats, simple foodchains)** | **SOUND (exploratory unit)** |
| **TYPE OF INVESTIGATION** | **Do children get faster as they get older?** | **Seasons of the world (links to English- guided reading unit)** | **To investigate how the shapes of solid objects made from some materials can be changed by -** **Squashing Bending** **Twisting Stretching**  | **What do plants need to germinate and grow?**  | **To explore and compare the differences between things that are living, dead, and things that have never been alive.**  | **How can we muffle sound?** |

**Famous scientist focus-Isaac Newton**

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| **YEAR 3** | **AUTUMN 1**  | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
|  | **ANIMALS, INC HUMANS (skeletons)** | **ROCKS (including fossil formation)** |  | **PLANTS (requirements for growth, function of parts & life cycle)** | **FORCES AND MAGNETS (friction/magnets)** | **LIGHT (need to seem, darkness, reflection, dangers, shadows)** |
| **TYPE OF INVESTIGATION** | **Investigating the functions of skeletons and muscles** | **Investigating soil permeability** |  | **To investigate what small plants need to grow well?** | **Investigate the effects of friction on different surfaces** | **Investigate which surfaces need light** |

**Famous scientist focus- Marie Curie**

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| **YEAR 4** | **AUTUMN 1**  | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
|  | **ANIMALS, INC HUMANS (health: teeth, eating, digestion)** | **STATES OF MATTER** | **FAMOUS SCIENTISTS AND INVENTORS** | **ELECTRICITY** | **LIVING THINGS AND THEIR HABITATS (grouping, simple classifying, changes to habitats)** | **SOUND (vibrations and volume)** |
| **TYPE OF INVESTIGATION** | **Tooth decay enquiry** | **Investigating gases and their uses** | **Explore deforestation and conservation in Madagascar** | **Investigating switches- construct a simple series electrical circuit** | **Use classification keys to identify, group and name a variety of living things in the local and wider environment** | **Make a musical instrument to make different sounds** |

**Famous scientist focus- Gerald Durrell**

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| **YEAR 5** | **AUTUMN 1**  | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
|  | **ANIMALS, INC HUMANS (changes in humans as they grow.** | **EARTH AND SPACE** | **PROPERTIES AND CHANGES OF MATERIALS** | **PLANTS (part of living things and their habitats topic. Life process of reproduction in plants.)** | **FORCES** | **LIGHT (appears to travel in straight lines as explanation for effects)** |
| **TYPE OF INVESTIGATION** | **Growth of babies- record data and results of increasing complexity** | **Investigate day and night in different parts of the earth** | **To use different processes to separate mixtures of materials.** | **To describe the life process of reproduction in some plants and animals by exploring Jane Goodall’s work with chimpanzees.** | **To identify the effects of air resistance by investigating the best parachute to slow a person down.** | **Investigate how mirrors reflect light and how they can help us see objects** |

**Famous scientist focus- David Attenborough**

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| **YEAR 6** | **AUTUMN 1**  | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
|  | **ANIMALS, INC HUMANS (health and circulation)** | **EVOLUTION AND INHERITANCE** | **CHANGES TO MATERIALS** | **LIVING THINGS & THEIR HABITATS (classifying inc microorganisms)** | **SOUND (pitch)** | **ELECTRICITY** |
| **TYPE OF INVESTIGATION** | **Investigate qnd categorise different forms of exercise, taking accurate pulse measurements to gather data.**  | **Identify the key ideas of the theory of evolution constructed by Darwin and Wallace** | **Investigate reversible and irreversible changes**  | **To describe and investigate helpful and harmful microorganisms. (bread investigation.)** | **Investigating pitch. Can a straw produce different sounds?** | **Observe and explain the effects of differing volts in a circuit** |

**Famous scientist focus- Alexander Fleming**