



		1 Time Travel	2 Planet Earth	3 Heroes and Villains	4 What's in the news?	5 Food for thought	6 Incredible Humans
Cycle A	EY	<p><b>Dinosaurs</b></p> <p>Changes over time – Looking and dinosaur fossils and eggs</p> <p><b>Cross curricular links:</b> Understanding the world: They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><b>Solar System</b></p> <p>Show concern for living things and life on Earth. Understanding that Earth is special. We live here so how can we take care of it?</p> <p><b>Theme links:</b> Understanding that Earth is part of the Solar System</p> <p><b>Cross curricular links:</b> Understanding the world: They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><b>Traditional Tales</b></p> <p>Explain why some things occur and talk about changes (simple experiments) – coloured water potion mixing, huff &amp; puff blowing marbles</p> <p><b>Theme links:</b> Magic spells in traditional tales</p> <p><b>Cross curricular links:</b> Understanding the world: They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><b>Comic Relief / Spring</b></p> <p>Similarities and differences in relation to places – Africa / UK, changes in the local environment</p> <p><b>Cross curricular links:</b> Understanding the world: Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Healthy Living</b></p> <p>Similarities and differences in different objects – food (healthy and unhealthy), organic food, processed food</p> <p><b>Theme links:</b> How healthy food affects the body</p> <p><b>Cross curricular links:</b> Physical development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p><b>The Human Body</b></p> <p>Make observations of animals and plants – comparing different human skills (athletics, cognitive, etc)</p> <p><b>Theme links:</b> How the human body works</p> <p><b>Cross curricular links:</b> Physical development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
	1/2	<p><b>Back to the Stone Age</b> <b>Unit: Seasons – Autumn and Winter</b></p> <p><b>Investigation:</b> Record weather for two weeks – observe changes in the weather and what different types of weather look like</p> <p><b>Theme links:</b> Weather for harvesting foods in the stone age and now.</p> <p><b>Cross curricular links:</b> Maths links: collecting data.</p>	<p><b>Hidden Habitats</b> <b>Unit: Animals including Humans</b></p> <p><b>Investigation:</b> observing minibeasts in their habitat</p> <p><b>Theme links:</b> Visiting Tophill Low Nature Reserve to look at minibeast habitats.</p> <p><b>Cross curricular links:</b> Maths links: collecting data about minibeasts and plotting it in a graph.</p>	<p><b>From Book to Film</b> <b>Unit: Seasons – Winter and Spring</b></p> <p><b>Investigation:</b> Collecting water to measure rainfall.</p> <p><b>Cross curricular links:</b> Maths: measuring volume of liquids.</p>	<p><b>Save the Orangutans</b> <b>Unit: Seasons – Spring and Summer</b></p> <p><b>Investigation:</b> Record weather for two weeks – observe changes in the weather and what different types of weather look like</p> <p><b>Cross curricular links:</b> Maths: collecting data.</p>	<p><b>Take me to Italy</b> <b>Unit: Animals including Humans – Healthy lifestyles</b></p> <p><b>Investigation:</b> Teeth – How do different liquids affect our teeth?</p> <p><b>Theme links:</b> In design technology we will be designing a healthy Italian pasta sauce.</p> <p><b>Cross curricular links:</b> DT: designing a healthy pasta sauce.</p>	<p><b>Amazing Amy</b> <b>Unit: Plants</b></p> <p><b>Investigation:</b> What are the best conditions for plants to grow in?</p> <p><b>Cross curricular links:</b> Maths: measuring the height of plants.</p>
	3/4	<p><b>Vikings</b> <b>Unit: Year 3 – Forces and Magnets</b></p> <p><b>Investigation:</b> Does the type of surface affect the distance the car travels?</p> <p><b>Unit: Year 4 – Sound</b></p> <p><b>Investigation:</b> What will be the best material to sound proof your bedroom?</p> <p><b>Theme links:</b></p> <p><b>Cross curricular links:</b> Year 3 – maths: measuring distance Year 4 – maths: taking measurements using data loggers</p>	<p><b>Up in Smoke</b> <b>Unit: Year 3 – Rocks</b></p> <p><b>Investigation:</b> Testing the properties of different types of rocks.</p> <p><b>Unit: Year 4 – States of matter</b></p> <p><b>Investigation:</b> At what temperature do solids begin to melt?</p> <p><b>Theme links:</b> Year 3 - types of rock found in and around volcanoes Year 4 – solids, liquids and gases in the eruption of a volcano</p> <p><b>Cross curricular links:</b> Year 4 – Maths: taking measurements of temperature using a thermometer</p>	<p><b>The Second World War</b> <b>Unit: Year 3 – Animals including Humans</b></p> <p><b>Investigation:</b> How do muscles work? Make a model of a muscle</p> <p><b>Unit: Year 4 – Electricity</b></p> <p><b>Investigation:</b> Which materials are conductors and insulators of electricity?</p> <p><b>Cross curricular links:</b> Year 3 – PE: moving muscles and making them stronger</p>	<p><b>What a load of rubbish!</b> <b>Unit: Year 3 – Light</b></p> <p><b>Investigation:</b> At what time of day is your shadow the longest?</p> <p><b>Unit: Year 4 – Animals including Humans</b></p> <p><b>Investigation:</b> Food chains – Which roles do different plants and animals play in the food chain?</p> <p><b>Cross curricular links:</b> Year 3 – maths: relating to time Year 4 – English: drama to act out the food chains</p>	<p><b>Chocolate: is it worth it?</b> <b>Unit: Year 3 – Plants</b></p> <p><b>Investigation:</b> What does a plant need to grow?</p> <p><b>Unit: Year 4- Living things</b></p> <p><b>Investigation:</b> Planning a nature area</p> <p><b>Theme links:</b> Year 3 – looking at the conditions needed to grow different types of plants Year 4 – where is best to place different types of plants/shelters for insects and animals to live?</p> <p><b>Cross curricular links:</b> Year 3 – Geography: weather conditions</p>	<p><b>From Ancient to Invictus</b> <b>Unit: Year 3 – Animals including Humans</b></p> <p><b>Investigation:</b> How does exercise affect your heartbeat?</p> <p><b>Unit: Year 4 – Animals including Humans</b></p> <p><b>Investigation:</b> How does the digestive system work? A working model of the human digestive system</p> <p><b>Theme links:</b> links to the human body with the effects of nutrition and exercise</p> <p><b>Cross curricular links:</b> Year 3 – maths: taking measurements of time and heart rate PE: Using different forms of exercise</p>
	5/6	<p><b>Ancient Greece</b> <b>Unit: Year 5 – Forces</b></p> <p><b>Investigation:</b> How does the surface area of a piece of paper affect how quickly it falls? What affects how well a parachute falls? Which trainer provides the best grip?</p> <p><b>Unit: Year 6 – Electricity</b></p> <p><b>Investigation:</b> What happens to the brightness of a bulb or the volume of a buzzer in relation to the number and voltage of cells used in a circuit?</p> <p><b>Cross curricular links:</b> Y5-Maths: measuring time using a stop watch/measuring force using a newton meter. Data- creating tables for results.</p>	<p><b>Natural disasters</b> <b>Unit: Year 5 – Properties of Materials</b></p> <p><b>Investigation:</b> What effect will a coat have on a snowman? (Thermal insulating)</p> <p><b>Unit: Year 6 – Light</b></p> <p><b>Investigation:</b> What happens when you split a single beam of light using a prism? How does the whole colour spectrum become visible?</p> <p><b>Cross curricular links:</b> Y5-Maths: measuring liquid Y6 – Maths: angles</p>	<p><b>“Once more unto the breach...”</b> <b>Unit: Year 5- Animals including Humans</b></p> <p><b>Investigation:</b> The older we are the taller we are?</p> <p><b>Unit: Year 6 - SATs Preparation – Animals including Humans</b></p> <p>How does the circulatory system work?</p> <p><b>Cross curricular links:</b> Y5-Maths: measure and statistics (data collection and graphs)</p>	<p><b>Our Community</b> <b>Unit: Year 5 – Living Things</b></p> <p><b>Investigation:</b> What are the functions of the different parts of the flower?</p> <p><b>Unit: Year 6 – SATs Preparation – Living Things</b></p> <p>How have living things changed over time?</p>	<p><b>Great Southcoates Bake Off</b> <b>Unit: Year 5 – Properties of Materials</b></p> <p><b>Investigation:</b> Which changes cannot be easily reversed? What affects how well sugar dissolves?</p> <p><b>Unit: Year 6 – SATs Preparation – Living Things (Plants)</b></p> <p>Classifying plants based on their different features</p> <p><b>Theme links:</b> Y5-Investigating food which have reversible and irreversible changes</p> <p><b>Cross curricular links:</b> Y5-Maths: measure/ statistics</p>	<p><b>A Gentleman’s Game?</b> <b>Unit: Year 5 – Earth and Space</b></p> <p><b>Investigation:</b> How does the length of shadows change over day?</p> <p><b>Unit: Year 6 – Animals including Humans</b></p> <p>How do diet, exercise, drugs and lifestyle affect our bodies?</p> <p><b>Cross curricular links:</b> Y5-Maths: Direction - Using compass directions/Measuring length. Y6 – Transition and PSHE issues and growing up links</p>

		1 Kings and Queens	2 A drop in the ocean	3 A stitch in time	4 A helping hand	5 Who is your favourite author?	6 Survival of the fittest
	EY	<p><u>Fairy Tales</u> Changes over time – looking at photos of when we were babies. Discussing what we can do now – how we’ve changed</p> <p><b>Cross curricular links:</b> Understanding the world - They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><u>Under the Sea</u> Show concern for living things – life cycle of a fish. Discuss over-fishing.</p> <p><b>Theme links:</b> Ocean life – plants and animals</p> <p><b>Cross curricular links:</b> Understanding the world - They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><u>Materials that we use</u> Explain why some things occur and talk about changes (simple experiments) – natural and man-made materials – sorting and comparing.</p> <p><b>Cross curricular links:</b> Understanding the world - They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><u>The gift of charity</u> Similarities and difference in relation to places – differences in how people live. – Africa / UK, changes in the local environment</p> <p><b>Cross curricular links:</b> Understanding the world - They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><u>Children’s Authors</u> Differences and similarities in different objects – healthy and unhealthy food for the Hungry Caterpillar</p> <p><b>Theme links:</b> Thu Hungry Caterpillar story</p> <p><b>Cross curricular links:</b> Physical development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p><u>Healthy Bodies, Healthy Minds</u> Make observations of animals and plants – comparing different human skills (athletics, cognitive, etc)</p> <p><b>Theme links:</b> How to keep healthy</p> <p><b>Cross curricular links:</b> Physical development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
	1/2	<p><u>The Victorians</u> <b>Unit: Properties of Everyday Materials</b></p> <p><b>Investigation:</b> Which materials are used the most to make objects around school?</p> <p><b>Theme links:</b> Observing materials around Wilderspin School Museum whilst on the school trip.</p> <p><b>Cross curricular links:</b> Maths: collecting data.</p>	<p><u>Penguin Parade</u> <b>Unit: Animals including Humans</b></p> <p><b>Investigation:</b> How can different animals be grouped according to their features?</p> <p><b>Theme links:</b> Penguins.</p> <p><b>Cross curricular links:</b> Maths: sorting and categorising.</p>	<p><u>Magical Memories</u> <b>Unit: Suitability of Everyday materials</b></p> <p><b>Investigation:</b> Testing the properties of materials to discuss the suitability for making a quilt.</p> <p><b>Theme links:</b> ‘The Patchwork Quilt’ story which links to memories.</p> <p><b>Cross curricular links:</b> Maths: measuring liquids.</p>	<p><u>999 – Emergency!</u> <b>Unit: Changing Shape: Everyday Materials</b></p> <p><b>Investigation:</b> Testing materials to decide whether they are solid or liquid.</p> <p><b>Theme links:</b> Are solids or liquids used to extinguish fires?</p> <p><b>Cross curricular links:</b> Maths: volume and capacity.</p>	<p><u>Beatrix Potter Vs Oliver Jeffers</u> <b>Unit: Plants</b></p> <p><b>Investigation:</b> Can plants grow without soil?</p> <p><b>Theme links:</b> Planting Mr McGregor’s garden.</p> <p><b>Cross curricular links:</b> Maths: arrays (planting in rows).</p>	<p><u>Predators</u> <b>Unit: Living Things</b></p> <p><b>Investigation:</b> Testing plants for respiration.</p> <p><b>Theme links:</b> What functions of life to predators show?</p> <p><b>Cross curricular links:</b> Maths: volume and capacity when conducting a fair test.</p>
	3/4	<p><u>Henry VIII</u> <b>Unit: Year 3 – Forces and Magnets</b></p> <p><b>Investigation:</b> Does the type of surface affect the distance the car travels?</p> <p><b>Unit: Year 4 – Sound</b></p> <p><b>Investigation:</b> What will be the best material to sound proof your bedroom?</p> <p><b>Cross curricular links:</b> Year 3 –_maths: measuring distance Year 4 – maths: taking measurements using data loggers</p>	<p><u>The Lost Villages</u> <b>Unit: Year 3 – Rocks</b></p> <p><b>Investigation:</b> Testing the properties of different types of rocks.</p> <p><b>Unit: Year 4- States of Matter</b></p> <p><b>Investigation:</b> At what temperature do solids begin to melt?</p> <p><b>Theme links:</b> Year 3 – types of rock found along the coastline Year 4 – links to erosion and properties of solids and liquids</p> <p><b>Cross curricular links:</b> Year 4 –Maths: taking measurements of temperature using a thermometer</p>	<p><u>Fashion in the 1960s</u> <b>Unit: Year 3 – Animals including Humans</b></p> <p><b>Investigation:</b> How do muscles work? Make a model of a muscle</p> <p><b>Year 4 – Electricity</b></p> <p><b>Investigation:</b> Which materials are conductors and insulators of electricity?</p> <p><b>Cross curricular links:</b> Year 3 – PE: moving muscles and making them stronger</p>	<p><u>Emergency services</u> <b>Unit: Year 3 – Animals including Humans</b></p> <p><b>Investigation:</b> How does exercise affect your heartbeat?</p> <p><b>Unit: Year 4 – Animals including Humans</b></p> <p><b>Investigation:</b> How does the digestive system work? A working model of the human digestive system</p> <p><b>Theme links:</b> links to the human body with the effects of nutrition and exercise</p> <p><b>Cross curricular links:</b> Year 3 – maths: taking measurements of time and heart rate PE: Using different forms of exercise</p>	<p><u>Roald Dahl vs David Walliams</u> <b>Unit: Year 3 – Light</b></p> <p><b>Investigation:</b> At what time of day is your shadow the longest?</p> <p><b>Unit: Year 4 – Living Things</b> <b>Investigation:</b> Planning a nature area</p> <p><b>Cross curricular links:</b> Year 3 – maths: relating to time</p>	<p><u>Deadly Sixty</u> <b>Unit: Year 3 – Plants</b></p> <p><b>Investigation:</b> What does a plant need to grow?</p> <p><b>Unit: Year 4 – Animals including Humans</b> <b>Investigation:</b> Food chains – Which roles do different plants and animals play in the food chain?</p> <p><b>Theme links:</b> Year 4 - roles of different animals in the food chain</p> <p><b>Cross curricular links:</b> Year 3 –_Geography: weather conditions Year 4 – English: drama to act out the food chains</p>
	5/6	<p><u>Boudicca</u> <b>Unit: Year 5 – Forces</b></p> <p><b>Investigation:</b> How does the surface area of a piece of paper affect how quickly it falls? What affects how well a parachute falls? Which trainer provides the best grip?</p> <p><b>Unit: Year 6 – Electricity</b></p> <p><b>Investigation:</b> What happens to the brightness of a bulb or the volume of a buzzer in relation to the number and voltage of cells used in a circuit?</p> <p><b>Cross curricular links:</b> Y5-Maths: measuring time using a stop watch/measuring force using a newton meter. Statistics: creating tables for results Y6-Maths: measures and statistics. Using units of brightness for light (lumens), plotting results in charts and graphs.</p>	<p><u>Transmigration, The Titanic and The Journey</u> <b>Unit: Year 5 – Properties of Materials</b></p> <p><b>Investigation:</b> What affect will a coat have on a snowman? (Thermal insulating)</p> <p><b>Unit: Year 6 – Light</b> <b>Investigation:</b> What happens when you split a single beam of light using a prism? How does the whole colour spectrum become visible?</p> <p><b>Cross curricular links:</b> Y5-Maths: measuring liquid Y6 – Maths: angles</p>	<p><u>The Elizabethans</u> <b>Unit: Year 5- Animals including Humans</b></p> <p><b>Investigation:</b> The older we are the taller we are?</p> <p><b>Unit: Year 6 - SATs Preparation – Animals including Humans</b> How does the circulatory system work?</p> <p><b>Cross curricular links:</b> Y5-Maths: measure and statistics (data collection and graphs) Y6-Science: link circulatory system to electrical circuits work earlier in the year.</p>	<p><u>Looking after others</u> <b>Unit: Year 5 – Living Things</b></p> <p><b>Investigation:</b> What are the functions of the different parts of the flower?</p> <p><b>Unit: Year 6 – SATs Preparation – Living Things</b> How have living things changed over time?</p> <p><b>Theme links:</b> Y6- Link to changes in the human body and times when people need to be looked after by others – very young and old age.</p> <p><b>Cross curricular links:</b> Y6-English: Using reading material linked to science unit and writing about changes in the body.</p>	<p><u>Battle of the Authors: C.S.Lewis vs Phillip Pullman</u> <b>Unit: Year 5 – Properties of Materials</b></p> <p><b>Investigation:</b> Which changes cannot be easily reversed? What affects how well sugar dissolves?</p> <p><b>Unit: Year 6 – SATs Preparation – Living Things (Plants)</b> Classifying plants based on their different features</p> <p><b>Theme links:</b> Y5-Investigating food which have reversible and irreversible changes</p> <p><b>Cross curricular links:</b> Y5-Maths: measure/ statistics Y6-Maths: statistics. Classifying using mathematical methods such as Venn diagrams.</p>	<p><u>Running Wild</u> <b>Unit: Year 5 – Earth and Space</b></p> <p><b>Investigation:</b> How does the length of shadows change over day?</p> <p><b>Unit: Year 6 – Animals including Humans</b> How do diet, exercise, drugs and lifestyle affect our bodies?</p> <p><b>Theme links:</b> Y6-Biographies of Bear Grylls and Steve Backshall present opportunities to discuss the learning for this science unit.</p> <p><b>Cross curricular links:</b> Y5-Maths: Direction- Using compass directions/Measuring length. Y6-English: reading and writing about science and health related issues. Y6 – Transition and PSHE issues and growing up links</p>