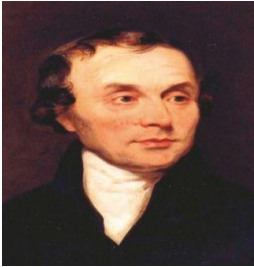
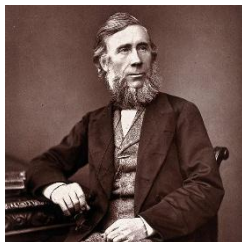
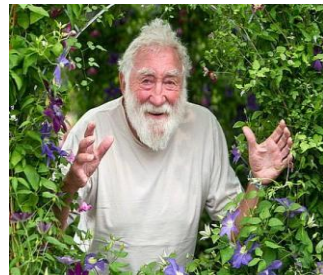
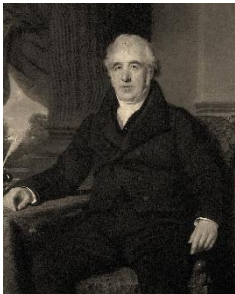
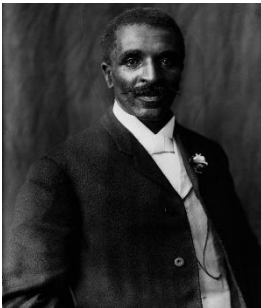
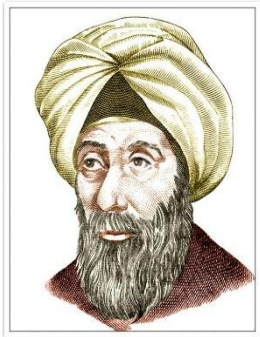
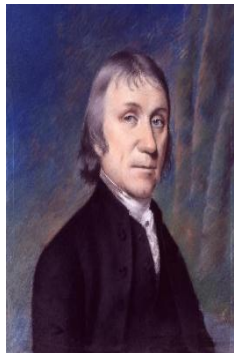
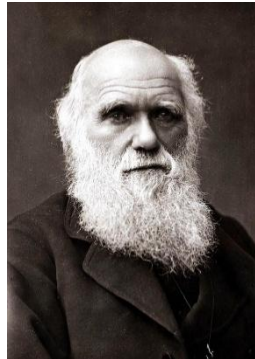


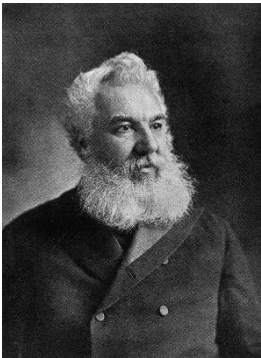
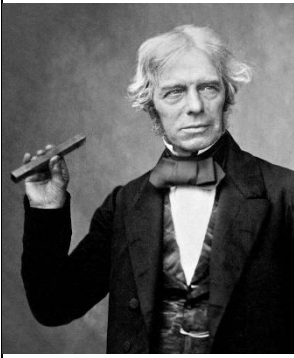
Blossom	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UTW – ELG – ‘The Natural World’: - Explore the natural world around them - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter						
Topic	All about me - Seasons		Animals & their environments	Mini Beasts		
Enquiry question	How do the world around us change with the seasons?		Why do animals live in different places?	How do mini beasts change as they grow?		
Scientist or significant person	Luke Howard 		Steve Irwin 	Maria Sibylla Merian 		

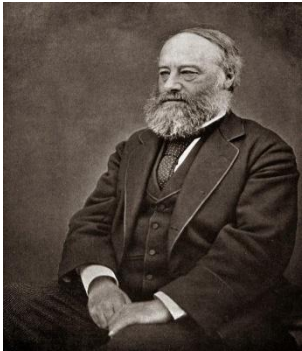
Willow	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions						
Topic	Everyday materials	Animals, including Humans	Seasonal Changes	Plants		Animals, including Humans
Enquiry question	How can we tell materials apart?	How do our bodies help us to explore the world?	How does our world change as winter turns to spring?	Are all plants the same?		How can we tell which group an animal belongs to?
Each half term, children to continue to work on seasonal changes in their diary						
Scientist or significant person	Sir Richard Arkwright 	Florence Nightingale 	John Tyndall 	David Bellamy 		Sir David Attenborough 

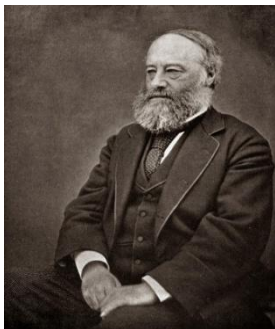
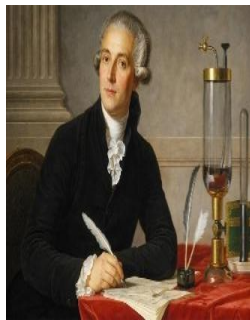
Sycamore	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions						
Topic	Everyday materials and their uses	Animals, including Humans	Living things and their habitats	Plants	Animals, including Humans	
Enquiry question	Y1 - How can we tell materials apart? Y2 – How can we choose the best material for the job?	Y1 - How do our bodies help us to explore the world? Y2 – What do animals and humans need to grow and stay healthy?	Y1 – Where do different animals live? Y2 - Why do living things live where they do?	Y1 - Are all plants the same? Y2 – What does a plant need to grow and stay healthy?	How can we tell which group an animal belongs to?	
Each half term, children to continue to work on seasonal changes in their diary						
Scientist or significant person	Sir Richard Arkwright 	Florence Nightingale 	Joan Beauchamp Procter 	David Bellamy 	Sir David Attenborough 	

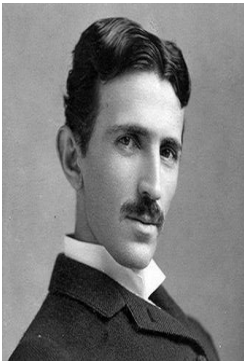
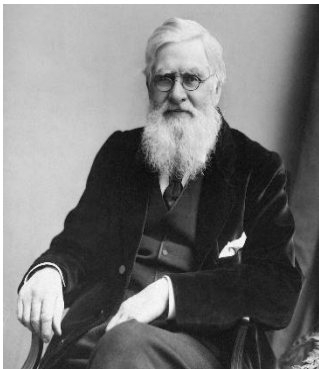
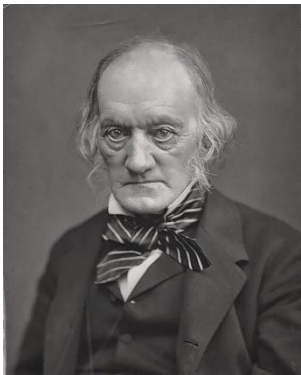
Beech	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions						
Topic	Living things and their habitats	Uses of everyday materials	Animals, including humans	Plants	Plants	Habitats & Food Chains
Enquiry question	Why do living things live where they do?	How can we choose the best material for the job?	What do animals and humans need to grow and stay healthy?	What does a plant need to grow and stay healthy?	Where is the best place in our school for a plant to grow?	Who depends on whom in our school grounds?
Each half term, children to continue to work on seasonal changes in their diary						
Scientist or significant person	Beatrix Potter 	Charles Macintosh 	Elizabeth Garrett Anderson 	George Washington Carver 	Jan Ingenhousz 	Rachel Carson 

St Francis	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.						
Topic	Rocks	Light	Forces & Magnets	Animals, Including Humans	Plants	
Enquiry question	Which rocks are best for different jobs?	What makes a shadow change?	How can forces make things move or change the way they move?	Why do we need a skeleton?	How does a plant grow and survive?	How does a seed get from one place to another?
Scientist or significant person	Mary Anning 	Ibn al-Haytham 	Sir Isaac Newton 	Sir Peter Ratcliffe 	Joseph Priestly 	Charles Darwin 

St Nicholas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.						
Topic	Sound	Electricity	Animals, Including Humans	States of Matter	Living Things and Their Habitats	Environmental Changes
Enquiry question	How are sounds made and how can we change them?	What do we need to make an electrical circuit work?	What happens to our food from the moment we take a bite?	How can materials change from one state to another?	How can we group living things and understand where they live?	How healthy is the habitat around our school?
Scientist or significant person	Alexander Graham Bell 	Michael Faraday 	Dr Elsie Widdowson 	Sir Edward Frankland 	Carl Linnaeus 	Wangari Maathai 

St Thomas Aquinas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments						
Topic	Earth & Space	Forces	Properties of Materials	Changes of Materials	Living Things & Their Habitats	Animals, Including Humans
Enquiry question	How do the Earth, Moon and Planets move through space?	How do forces affect the way things move?	How do the properties of materials make them useful for different jobs?	Can all changes to materials be reversed?	Do all living things grow and reproduce in the same way?	How do humans change as they grow older?
Scientist or significant person	Moses Holden 	James Prescott Joule 	Dame Kathleen Lonsdale 	Antoine Lavoisier 	Dr Jane Goodall 	Professor Robert Winston 

St Christopher	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments						
Topic	Earth & Space	Forces	Properties of Materials	Changes of Materials	Living Things & Their Habitats	Animals, Including Humans
Enquiry question	How do the Earth, Moon and Planets move through space? Y6 – How does light travel and help us to see? (light)	How do forces affect the way things move?	How do the properties of materials make them useful for different jobs? Y6 – How can we change and control a electrical circuit? (electricity)	Can all changes to materials be reversed?	Do all living things grow and reproduce in the same way? Y6 – How do scientists decide which group a living thing belongs to?	How do humans change as they grow older? Y6 – How does our circulatory system keep our body working?
Scientist or significant person	Moses Holden 	James Prescott Joule 	Dame Kathleen Lonsdale 	Antoine Lavoisier 	Dr Jane Goodall 	Professor Robert Winston 

St Peter	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments						
Topic	Light	Electricity	Animals, Including Humans	Evolution & Inheritance	Living Things & Their Habitats	Scientific Enquiry & Transition
Enquiry question	How does light travel and help us to see?	How can we change and control an electrical circuit?	How does our circulatory system keep our body working?	How have living things changed over time?	How do scientists decide which group a living thing belongs to?	How can we design an investigation that produces evidence we trust?
Scientist or significant person	Thomas Young 	Nikola Tesla 	William Harvey 	Alfred Russel Wallace 	Sir Richard Owen 	Alan Turing 