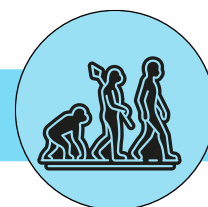
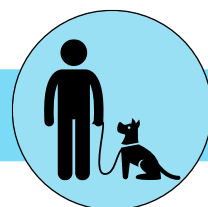
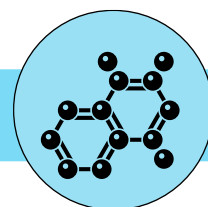
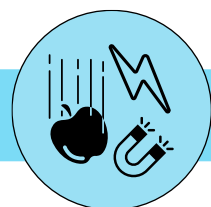
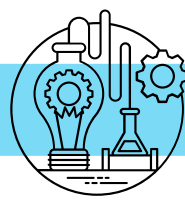
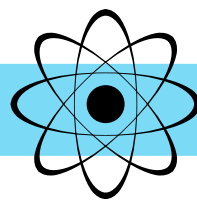
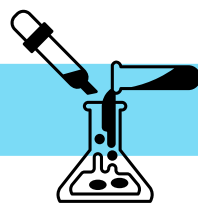
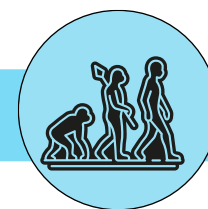
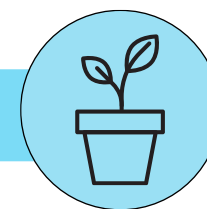
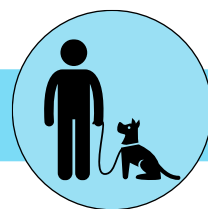
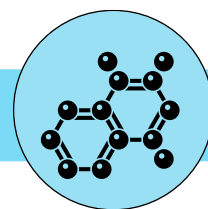
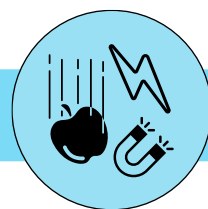
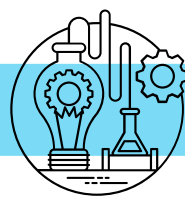
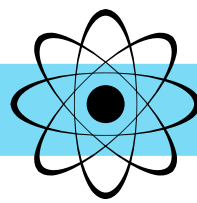
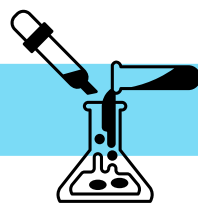


|              | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
|--------------|--|---|--|--|---|--|
| Weeks 1 - 6  | <p><b>Animals Including Humans</b></p> <p>Children learn about the human body. They name and identify different body parts and understand which body part is associated with each of our five senses.</p> <p><i>Opportunity for discussion about our bodies and privacy. Demonstrate tolerance by working in groups to carry out an investigation.</i></p>                               | <p><b>Living things and their habitats</b></p> <p>Children learn about the life processes that all living things must do to survive. They learn about things that are dead, alive or have never been alive. Children learn about different habitats in their local area and around the world.</p> <p><i>Promotes spiritual development when learning about different habitats around the world. Moral responsibility to protect our environment.</i></p>  | <p><b>Animals Including Humans</b></p> <p>Children learn that animals, including humans, need the right types and amount of nutrition. They will learn about the different nutrients animals gain from eating foods. They will learn about different diets – herbivores, carnivores and omnivores.</p> <p><i>When learning about the diets of different animals, children will begin to discuss vegetarians and vegans – they will be accepting and tolerant of others. Promotes discussion regarding animal rights, the ethical treatment of animals and the morality of eating them.</i></p> | <p><b>Animals Including Humans</b></p> <p>Children will learn about the simple functions of the basic parts of the digestive system in humans. They will identify the different types of teeth in humans and learn their simple functions. Children will construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><i>Children learn about themselves by finding out about their digestive system. Promotes discussion regarding animal rights, the ethical treatment of animals and the morality of eating them..</i></p> | <p><b>Forces</b></p> <p>Children will learn about the force of gravity and other forces such as air resistance, water resistance and friction. They will learn about mechanisms including levers, pulleys and gears.</p> <p><i>Exploration of different forces and how those forces act upon objects. Pupils learn about key scientists – e.g. Newton – and their discoveries. Encourages discussion of secular vs non-secular belief systems and people's freedom to choose.</i></p> | <p><b>Animals including Humans</b></p> <p>Children learn about the different parts of the circulatory system. They will learn how nutrients and water are transported in animals.</p> <p><i>Moral issues around respecting other species and other humans, environmental issues &amp; social responsibility. Promotes tolerance and mutual respect by addressing weaknesses and differences in how many countries, including Britain, care for the environment</i></p> |
|              | SMSC Strand  | 1c, 2a, 2b, 3a, 3c  | 1c, 2c   | 1c, 2a, 2b, 2c   | 1c, 2a, 2b, 2c  | 1a, 1b, 1c, 2c, 4a   |
| Weeks 7 - 12 | <p><b>Animals Including Humans</b></p> <p>Children learn about the different animal groups, naming animals from each group and identifying their features. They learn about the structure of different animals.</p> <p><i>Promotes spiritual development when learning about the animals in the world around. Also our moral responsibility to protect and take care of animals.</i></p> | <p><b>Living things and their habitats</b></p> <p>Children will identify and name a variety of plants and animals in different habitats. They will learn about the basic needs of living things to survive. Children learn about how living things are adapted to suit their habitat. Children describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p><i>Demonstrate tolerance and develop social skills by working in groups to carry out an investigation.</i></p> | <p><b>Animals Including Humans</b></p> <p>Children learn that humans and some other animals have skeletons and muscles for support, protection and movement. They will name the different bones and muscles in the human body. They will begin to learn about different bone disorders that can affect our movement.</p> <p><i>Children learn about themselves by finding out about their bones and muscles.</i></p>   | <p><b>Electricity</b></p> <p>Children will learn about common appliances that run on electricity. They will construct a simple series electrical circuit They will learn how to work safely with electricity.</p> <p><i>Children find out about how the rule of law protects people and how each of us has a moral duty to ensure safety.</i></p>  | <p><b>Earth and Space</b></p> <p>Children will learn about the movement of the Earth and other planets relative to the sun in the solar system. They will explain day and night using ideas of Earth's rotation</p> <p><i>Pupils learn about the world around us, our place in the wider universe and how advances in science shaped how we see the world. Topic explores scientific achievements and how we use science to explore the farthest reaches of the universe.</i></p>     | <p><b>Evolution and inheritance</b></p> <p>Children will learn that living things have changed over time. They will learn about the theory of natural selection by adaptation. They will learn about evolution and the work of Charles Darwin.</p> <p><i>Looking at Charles Darwin and his Theory of Evolution, in contrast to - but mutually respectful of - world religions, cultural impact of the theory etc.</i></p>  |
|              | SMSC Strand  | 1c, 2a, 2b  | 3a   | 1c   | 2a, 2b, 2c  | 1a, 1c, 1d   |



|               | Year 1   | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|---------------|--|---|--|---|---|---|
| Weeks 13 - 18 | <p><b>Seasonal Change: Autumn to Winter</b></p> <p>Children will observe seasonal changes between the seasons of autumn and winter. They will observe the weather and learn about hibernating animals. Children will understand how day length varies.</p> <p><i>Children will develop their fascination and understanding of the world around them.</i></p> | <p><b>Animals Including Humans</b></p> <p>Children learn that animals, including humans, have offspring which grow into adults. They learn about the basic needs of animals.</p> <p><i>Opportunity for discussion about our moral responsibility to protect and take care of animals.</i></p> | <p><b>Light</b></p> <p>Compare and group materials Children learn that they need light in order to see things and that light is reflected from surfaces. They learn that light from the sun can be dangerous and that there are ways to protect their eyes. Children find out that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p><i>Children will use social skills to investigate the properties of light and how it travels. They will need to work democratically to carry out short investigations and build conclusions.</i></p> | <p><b>States of Matter</b></p> <p>Children learn about different states of matter. They will observe that some materials change state when they are heated or cooled.</p> <p><i>Children will use social skills to investigate changes of state by heating and cooling. They will use a thermometer to measure.</i></p>   | <p><b>Properties and changes of materials</b></p> <p>Children learn about material properties. They will learn that some materials will dissolve in liquid to form a solution.</p> <p><i>Exploration of the scientific properties of a range of materials, reversible &amp; irreversible changes and the classification of materials based on their properties. Encourages discussion of secular vs non-secular belief systems and people's freedom to choose.</i></p>                        | <p><b>Light</b></p> <p>Children learn that light appears to travel in straight lines and explain how objects are seen. They will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><i>Children learn about themselves when learning how the eye sees. They will develop their fascination and understanding of the world around them.</i></p>  |
|               | SMSC Strand  | 1c  | 2a   | 1c, 1e, 3a, 3c  | 3a  | 1a, 1b, 1c, 1d, 4a  |
| Weeks 19 - 25 | <p><b>Everyday Materials</b></p> <p>Children will learn to distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials, and describe their properties.</p> <p><i>Demonstrate tolerance and use social skills by working in groups to carry out an investigation.</i></p>               | <p><b>Animals Including Humans</b></p> <p>Children will learn the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><i>Children learn about themselves by developing their knowledge about exercise, food and hygiene.</i></p>      | <p><b>Forces and Magnets</b></p> <p>Children will learn about forces, including magnetic forces. They will observe how magnets attract or repel each other and attract some materials and not others. They will explore the magnetism of everyday materials.</p> <p><i>Children will demonstrate tolerance by working in groups to investigate. Children will work democratically to plan investigations.</i></p>  | <p><b>States of Matter</b></p> <p>Children will identify the part played by evaporation and condensation in the water cycle.</p> <p><i>Learning about different states of matter, leading to discussion of the ethics and dilemmas surrounding clean water supply. Does everyone have a right under the rule of law to have clean water? What are the social implications of having polluted water?</i></p> | <p><b>Properties and changes of materials</b></p> <p>Children use knowledge of states of matter to decide how mixtures can be separated. They will learn about reversible and irreversible reactions.</p> <p><i>Exploration of the scientific properties of a range of materials, reversible &amp; irreversible changes and the classification of materials based on their properties. Encourages discussion of secular vs non-secular belief systems and people's freedom to choose.</i></p> | <p><b>Electricity</b></p> <p>Children learn about the different components of a circuit and find out about voltage. They use recognised symbols when representing a simple circuit in a diagram.</p> <p><i>Explores how electricity is generated and the environmental impact this has. Also looks at its application and safe usage of electricity. Looks at how the rule of law protects people and how each of us have a moral duty to be responsible with it.</i></p> |
|               | SMSC Strand  | 3a  | 1c   | 3a  | 1b, 2a, 2b, 2c  | 1a, 1b, 1c, 1d, 4a  |





|               | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|---------------|---|--|---|--|--|---|
| Weeks 26 - 31 | <p><b>Seasonal Change: Spring to Summer</b></p> <p>Children will observe seasonal changes between the seasons of spring and summer. They will observe the weather. Children will understand how day length varies.</p> <p><i>Children will develop their fascination and understanding of the world around them.</i></p>  | <p><b>Plants</b></p> <p>Children will learn about seeds and bulbs and will find out how they grow into a mature plant. They will find out how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><i>Promotes discussion about our moral duty to care for our environment and the living things within it. Children will work together to investigate what plants need to grow.</i></p>   | <p><b>Plants</b></p> <p>Children learn about the functions of different flowering plants. They learn what plants need for life and growth. Children find out how water is transported in plants. They will learn about the parts of a flower.</p> <p><i>Children will learn how plants grow, the different conditions in which they grow and the requirements they need for of life. They will pull on social skills and must work democratically to carry out long-term investigations.</i></p>                              | <p><b>Sound</b></p> <p>Children learn how sounds are made. They will find patterns between the pitch of a sound and features of the object that produced it. Children will also find patterns between the volume of a sound and the strength of the vibrations that produced it. They will recognise that sounds get fainter as the distance from the sound source increases.</p> <p><i>Learn about different cultural traditions regarding music. Talk about the rights of the citizen, under the rule of law e.g. to celebrate their culture freely, to enjoy a quiet environment.</i></p>                               | <p><b>Living things and their habitats</b></p> <p>Children will learn about the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will describe the life process of reproduction in some plants and animals.</p> <p><i>Children learn about their own life cycle, as well as the life cycles of other animals in the world around them.</i></p> | <p><b>Living things and their habitats</b></p> <p>Children learn how living things are classified into broad groups. They will give reasons for classifying plants and animals based on specific characteristics.</p> <p><i>Understanding other species' habitats, the impact of humanity on our eco-systems and endangered species. Explores environmental impacts &amp; social responsibility. Promotes tolerance and mutual respect by addressing a range of different topics and our moral responsibility to protect the environment.</i></p> |
|               | SMSC Strand   | 1c   | 1c, 2c, 3a  | 1b, 1c   | 1b, 1c, 3b, 4d, 4e   | 1c  |
| Weeks 32 - 37 | <p><b>Plants</b></p> <p>Children will learn about common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><i>Children will develop their fascination and understanding of the world around them. Promotes discussion about our moral duty to care for our environment and the living things within it.</i></p> | <p><b>Uses of Everyday Materials</b></p> <p>Children will learn about the suitability of everyday materials for particular uses. They will find out how the shapes of solid objects made from some materials can be changed.</p> <p><i>Promotes discussion about the uses of materials and how we dispose of materials through landfill and recycling. Consider our moral duty to protect our environment. Demonstrate tolerance and use social skills by working in groups to carry out an investigation.</i></p> | <p><b>Rocks</b></p> <p>Children learn about different kinds of rocks on the basis of their appearance and simple physical properties. They find out how fossils are formed. They will learn that soil is made from rock and organic matter.</p> <p><i>Children will demonstrate tolerance by working in groups to investigate scientific questions. Children will learn about their surroundings and their past through fossils. They will pull on social skills and must work democratically to plan investigations.</i></p> | <p><b>Living things and their habitats</b></p> <p>Children will learn that living things can be grouped in a variety of ways. They will find out about classification keys. Children will recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><i>Understanding other species' habitats, the impact of humanity on our eco-systems and endangered species. Explores environmental impacts &amp; social responsibility. Promotes tolerance and mutual respect by addressing a range of different topics and our moral responsibility to protect the environment</i></p> | <p><b>Animals Including Humans</b></p> <p>Children learn about the changes that happen as humans develop to old age.</p> <p><i>Learning about human reproduction, life cycles and how the human animal changes over time. Promotes spiritual and moral aspects in the need for caring for those no longer able to do so themselves.</i></p>  | <p><b>Animals Including Humans</b></p> <p>Children learn about the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><i>The theme supports 'independence' and 'interdependence'. Explores diet, hygiene and physical fitness. The international aspect of the work can be found in the range of physical types and skills; varying cultural views of body image; and the values different societies place on the young, the elderly and the disabled.</i></p>  |
|               | SMSC Strand   | 1c, 2c   | 1c, 2c  | 1a, 1b, 2c, 4e   | 2c, 4e   | 1a, 1b, 1c, 1d  |