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| 1 | Working Scientifically skills taught through the exploration of the following content: | | | |
| | <p>Big Adventure</p> <p style="color: green;">Science NC Coverage: Animals including Humans Focus on Humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> | <p>Far Far Away</p> <p><i>How can the three Billy goats gruff get to their field without crossing the bridge and meeting the troll?</i></p> <p style="color: red;">Science NC Coverage: Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties. | <p>The Jolly Farmer</p> <p><i>How can we create a healthy food tasting festival for our families?</i></p> <p style="color: red;">Science NC Coverage: Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. | <p>Buckets and Spades</p> <p><i>Plan and design a gallery that brings the seaside to the city</i></p> <p style="color: green;">Science NC Coverage: Animals including Humans Focus on Animals</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common <p style="color: green;">Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. |



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| 2 | Working Scientifically skills taught through the exploration of the following content: | | | |
| | <p>Big Adventure NC Coverage: Living things and their Habitats</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and have never been alive • identify habitats to which animals are suited and how different habitats provide for the basic needs, and how they depend on each other • Identify and name a variety of animals in their habitats, including micro-habitats • Describe how animals obtain their food using the idea of a simple food chain, identify different sources of food. | <p>Sparks will Fly <i>How can we tell the story of fire creatively?</i></p> <p>NC Coverage: Animals including Humans</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <p>Up, Up and Away <i>How can we make something fly?</i></p> <p>NC Coverage: Use of Everyday Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>The Really Rural Show <i>How can we recreate the countryside in our environment?</i></p> <p>NC Coverage: Plants</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • identify and name a variety of plants |



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| <p>3 Working Scientifically skills taught through the exploration of the following content:</p> | | | |
| <p>Big adventure</p> <p>NC Coverage: Forces and Magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of materials by whether they are attracted to a magnet, and identify magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. | <p>Around the World in 80 Beats</p> <p><i>Compose an album of songs of the world</i></p> <p>NC Coverage: Plants</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | <p>A Day at the Museum</p> <p><i>How can we run our own pop-up museum?</i></p> <p>NC Coverage: Light</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change. | <p>Dinosaur Stomp!</p> <p><i>How can we bring dinosaurs back to life through dance?</i></p> <p>NC Coverage: Animals including Humans</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>NC Coverage: Rocks</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. |



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| 4 | Working Scientifically skills taught through the exploration of the following content: | | |
| | <p>Big adventure</p> <p>NC Coverage <u>Animals including Humans</u></p> <p>Focus on Animals</p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. | <p>Bolts n' Bones</p> <p>Create an animation to show how the body works</p> <p>NC Coverage <u>Animals including Humans</u></p> <p>Focus on Humans</p> <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 | <p>Time Traveller</p> <p>How can you produce a short movie on the history of the world?</p> <p>NC Coverage: <u>Living things and their Habitats</u></p> <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. |



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| 5 | Working Scientifically skills taught through the exploration of the following content: | | |
| | <p>Big adventure</p> <p>NC Coverage: Living things and their Habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. | <p>Pillars and Drains <i>How can we help the community?</i></p> <p>NC Coverage: States of Matter (Year 4 NC)</p> <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. | <p>Food v Man <i>How can we set up a healthy tuck shop to run in the school?</i></p> <p>NC Coverage; Animals including Humans</p> <p><i>Focus on Humans</i></p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. <p>Year 6 NC Content:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> <ul style="list-style-type: none"> including levers, pulleys and gears, allow a smaller force to have a greater effect. |



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| 6 | Working Scientifically skills taught through the exploration of the following content: | | | |
| | <p>Big adventure</p> <p style="color: green;">NC Coverage: Living things and their Habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. | <p>Super Sudz: The Return!</p> <p style="color: green;">NC Coverage: Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. | <p>Goblins and Ghouls <i>Create our own chronicles</i></p> <p style="color: green;">NC Coverage: Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | <p>The Final Countdown <i>How can we set up a VPA events promotion company?</i></p> <p style="color: green;">NC Coverage: Evolution and Inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |