



Autumn Term 2024															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Plus 2 days	Half Term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Nursery	<b>Explore the autumn environment</b> Understand the key features of the life cycle of a human. Learn about how to take care of themselves. Learn about their senses								<b>Explore materials with different properties</b> Shape and join materials. Combine and mix ingredients. Change materials by heating and cooling including cooking. Explore collections of materials with similar and or different properties. Talk about the differences between materials and changes they notice						
Puffins R	(Seasons, Autumn, Harvest) Play, explore and observe living things in autumn (in all weather). Learn how to take care of themselves. Observe, measure and record how materials change when heated and cooled. Describe people who are familiar to them.								Explore a range of materials including natural materials. Compare how materials change over time and in different conditions. Explore how the wind can move objects.						
Puffins 1	<b>Animals including Humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Observe autumn changes. Describe weather associated with autumn and how day length varies.								<b>Everyday Materials</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.						
Choughs 2	<b>Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.								<b>Animals including Humans</b> 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.						
Choughs 3	<b>Forces and Magnets (Y3)/ Space</b> 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 everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.								<b>Rocks (Y3)</b> 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.						
Choughs 4															
Razorbills 5	<b>Properties and Changes of Materials (Y5)</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.								<b>Animals including Humans (Y6)</b> 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. Describe the ways in which nutrients and water are transported within animals, including humans.						
Razorbills 6															

	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>		
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Spring Term 2025															
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Nursery	Explore the environment in winter Explore a range of instruments that make different sounds Repeat actions that have an effect Identify electrical devices. Use battery powered devices. Listen to sounds. Make sounds. Explore how things work.								Explore natural materials indoors and outside. Explore light sources. Shine lights on or through different materials. Explore and talk about different forces they can feel.						
Puffins R	Explore how to change how things work. Explore how objects move in water. Play, explore living things in winter (in all weather)								Make objects from different materials including natural materials. Learn about Earth, the sun, moon, planets and stars. Learn about space travel.						
Puffins 1	Observe winter changes. Describe weather associated with winter and how day length varies. <b>Everyday materials</b> 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.								<b>STEM; Space; Scientist; Working scientifically</b>						
Choughs 2	<b>Uses of Everyday Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.								<b>STEM; Space; Scientist; Working scientifically</b>						
Choughs 3	<b>Electricity (Y4)</b>								<b>STEM; Space; Scientist; Working scientifically</b>						
Choughs 4	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.														
Razorbills 5	<b>Electricity (Y6)</b>								<b>STEM; Space; Scientist; Working scientifically</b>						
Razorbills 6	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.														

Summer Term 2025															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14 Plus 3 days
Nursery	Explore the environment in spring Explore and respond to different natural phenomena in their setting and on trips (plants) Plant seeds and care for growing plants. Use all their senses in hands-on exploration of natural objects from the surrounding environment. Understand the key features of the life cycle of a plant. Explore the surrounding natural environment								Explore the environment in summer Identify animals and their babies in their surrounding environment. Explore and respond to different natural phenomena in their setting and on trips (animals) Understand the key features of the life cycle of an animal. Compare adult animals to their babies. Observe how baby animals change over time. Talk about what they see using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things.						
Puffins R	Explore plants in the surrounding natural environment. Explore the animals in the surrounding natural environment. Explore plants and animals in a contrasting natural environment. Play, explore and observe living things in spring (in all weather.)								Name and describe animals that live in different habitats. Describe different habitats. Play, explore and observe living things in summer (in all weather).						
Puffins 1	Observe spring changes. Describe weather associated with spring and how day length varies. <b>Plants</b> 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.								Observe summer changes. Describe weather associated with summer and how day length varies. <b>Animals including Humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (including fish, amphibians, reptiles, birds and mammals including pets).						
Choughs 2	<b>Plants</b> 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.								<b>Enrichment- Plants; Habitats</b>						
Choughs 3	<b>Living Things and their Habitats (Y4)</b> 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.								<b>Animals including Humans (Y4)</b>						
Choughs 4							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. Construct and interpret a variety of food chains, identifying producers, predators and prey.  *RSE will be taught here								
Razorbills 5	<b>Living Things and their Habitats (Y6)</b> 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.								<b>Evolution and Inheritance (Y6)</b>						
Razorbills 6							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.  *RSE will be taught here								