

Learning objectives and skills

Advent		Lent		Pentecost	
Our Changing World	Amazing Bodies	Can You See Me?	The Power of Forces	How Does Your Garden Grow?	Rock Detectives
1: How do leaves change through	4: Why do we have a skeleton?	1: What do we need to see?	1: How can you make it start to	1: What do we know about plants?	1: What different types of rock are there?
the year?	Using straightforward	 Setting up simple practical 	move?	What do we know about leaves?	 Recording findings using simple
 Recording findings using 	scientific evidence to answer	enquiries, comparative and	 Identifying differences, 	 Asking relevant questions and 	scientific language, drawings,
simple scientific language,	questions to support their	fair tests.	similarities or changes related to	using different types of scientific	labelled diagrams, bar charts, and
drawings, labelled diagrams,	findings.		simple scientific ideas and	enquiries to answer them.	tables.
bar charts, and tables.	E. Con you dooinn a naw	2: Which is the shiniest?	processes.	Identifying differences,	2. Which reak is which 2
2. What coods can we find through	5: Can you design a new vertebrate species?	Gathering, recording,	2: What's making it move?	similarities or changes related to	2: Which rock is which? How are rocks used around our school?
2: What seeds can we find through the year?	Reporting on findings from	classifying and presenting data in a variety of ways to	Setting up simple practical	simple scientific ideas and processes.	Asking relevant guestions and using
Recording findings using	 Reporting on indings from enquiries, including oral and 	help in answering the	• Setting up simple practical enquiries, comparative and fair	processes.	 Asking relevant questions and using different types of scientific enquiries
simple scientific language,	written explanations, displays	question.	tests.	2: What would happen if a plant lost	to answer them.
drawings, labelled diagrams,	or presentations of results	4.00.00		its leaves?	Gathering, recording, classifying and
bar charts, and tables.	and conclusions.	3: How can we make it easier to be	3: How well can an object slide on	Setting up simple practical	presenting data in a variety of ways
		seen at night?	different materials?	enquiries, comparative and fair	to help in answering the question.
3: How do flowers change through	6: How do muscles help us move?	 Reporting on findings from 	 Using results to draw simple 	tests.	
the year?	- investigation	enquiries, including oral and	conclusions, make predictions	Gathering, recording, classifying	3: Are all rocks as hard as one another?
Recording findings using	Gathering, recording,	written explanations, displays	for new values, suggest	and presenting data in a variety	Are all rocks waterproof?
simple scientific language,	classifying and presenting	or presentations of results	improvements and raise further	of ways to help in answering the	Setting up simple practical enquiries,
drawings, labelled diagrams,	data in a variety of ways to	and conclusions.	questions.	question.	comparative and fair tests.
bar charts, and tables.	help in answering the question.	4: What do mirrors do?	4: Which materials are magnetic?	3: Are all roots the same?	Using straightforward scientific suideness to answer supprise to
4: What colour are berries?	question.	Using results to draw simple	Gathering, recording, classifying	Recording findings using simple	evidence to answer questions to support their findings.
Recording findings using	7. How do muscles help us move?	conclusions, make	and presenting data in a variety	 Recording indings using simple scientific language, drawings, 	support their infairigs.
simple scientific language,	results	predictions for new values,	of ways to help in answering the	labelled diagrams, bar charts,	4: How do rocks change over time?
drawings, labelled diagrams,	Gathering, recording,	suggest improvements and	question.	and tables.	How is soil made?
bar charts, and tables.	classifying and presenting	raise further questions.			Gathering, recording, classifying and
	data in a variety of ways to		5: What can magnets do?	4: Where does the water go?	presenting data in a variety of ways
5: How often do insects visit plants	help in answering the	5: How can I make a shadow? -	Recording findings using simple	Why do plants need stems?	to help in answering the question.
- investigation?	question	investigation.	scientific language, drawings,	 Reporting on findings from 	 Using straightforward scientific
Recording findings using		Gathering, recording,	labelled diagrams, bar charts,	enquiries, including oral and	evidence to answer questions to
simple scientific language,	8: Do our bodies affect how well	classifying and presenting	and tables.	written explanations, displays or	support their findings.
drawings, labelled diagrams,	we do things? - investigation	data in a variety of ways to	6. How strong are the magnete?	presentations of results and	
bar charts, and tables.	 Asking relevant questions and using different types of 	help in answering the question.	 6: How strong are the magnets? Reporting on findings from 	conclusions.	5: Why do some soils hold water?
6. How often do insects visit plants-	scientific enquiries to answer	question.	enquiries, including oral and	Using results to draw simple conclusions, make predictions	 Using straightforward scientific evidence to answer questions to
results	them.	6. How can I make a shadow? -	written explanations, displays or	for new values, suggest	support their findings.
7: What plants grow in the school	Setting up simple practical	results.	presentations of results and	improvements and raise further	support their infulfigs.
grounds during the year?	enquiries, comparative and	 Gathering, recording, 	conclusions.	questions.	6: What is a fossil anyway?
Gathering, recording,	fair tests.	classifying and presenting			Identifying differences, similarities or
classifying and presenting		data in a variety of ways to	7: How do magnets affect each other?	•	changes related to simple scientific
data in a variety of ways to	9: Do our bodies affect how well	help in answering the	Making systematic and careful	Recording findings using simple	ideas and processes.
help in answering the	we do things? - results	question.	observations	scientific language, drawings,	
question.	 Asking relevant questions and using different types of 	7: Can you change the shape of a	8. Enrichment Lesson 1: Why do	labelled diagrams, bar charts,	7: How are fossils formed?
8: How do sunflower seeds and	scientific enquiries to answer	shadow?	things slow down?	and tables.	 Identifying differences, similarities or observes related to simple asiantifie
plants grow and change over time?	them.	Recording findings using	Using straightforward scientific	6: What do flowers have in common?	changes related to simple scientific ideas and processes.
– Part 1	 Setting up simple practical 	simple scientific language,	evidence to answer questions to	 Identifying differences, 	iueas and processes.
Setting up simple practical	enquiries, comparative and	drawings, labelled diagrams,	support their findings.	similarities or changes related to	8: Where and how are fossils found?
enquiries, comparative and fair	fair tests.	bar charts, and tables.		simple scientific ideas and	Using straightforward scientific
tests.			9. Enrichment Lesson 2: How fast can	processes.	evidence to answer questions to
	10: How good are we at different	8: Can you change the size of a	you complete a lap?		support their findings.
9: How do different varieties of	activities?	shadow?	taking accurate measurements	7: What do the bees do?	
sunflower plants grow and change	Using results to draw simple	Identifying differences,	using standard units, using a	Reporting on findings from	9. Enrichment Lesson 1: Who was Mary
over time? – Part 2	conclusions, make	similarities or changes	range of equipment, including	enquiries, including oral and	Anning and how did she become a
Using results to draw simple conclusions, make predictions	predictions for new values,	related to simple scientific	thermometers and data loggers.	written explanations, displays or	famous fossil hunter?
conclusions, make predictions for new values, suggest	suggest improvements and raise further questions.	ideas and processes.	Our Changing World	presentations of results and	Reporting on findings from enquiries,
ioi new values, suggest	raise iuriner questions.			conclusions.	including oral and written

improvements and raise further questions. <u>Amazing Bodies</u> 1: What would you need to survive? • Asking relevant questions and using different types of scientific enquiries to answer them. 2: What do we need to eat to stay healthy? • Identifying differences, similarities or changes related to simple scientific ideas and processes. 3: How does an adventurer stay healthy? • Gathering, recording, classifying and presenting data in a variety of ways to help in answering the question.	 11. Enrichment Lesson 1: What food will you need to take to the Arctic? Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 12. Enrichment Lesson 2: What lived in the past? Using straightforward scientific evidence to answer questions to support their findings. Our Changing World 1: How do leaves change through the year? What seeds can we find through the year? Mow do flowers change through the year? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 2: What colour are berries? How often do insects visit plants - investigation? What plants grow in the school grounds during the year? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 3. Write up & discuss results from 1 & 2 	 9: What makes the best sunglasses? 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. 10: Making sunglasses Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Our Changing World 1: How do leaves change through the year? What seeds can we find through the year? How do flowers change through the year? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 2. Write up & discuss results from 1 & 2 	 How do leaves change through the year? What seeds can we find through the year? How do flowers change through the year? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. What colour are berries? How often do insects visit plants - investigation? What plants grow in the school grounds during the year? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. Write up & discuss results from 1 & 2 	 1: How do leaves change through the year? What seeds can we find through the year? How do flowers change through the year? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 2: What colour are berries? How often do insects visit plants - investigation? What plants grow in the school grounds during the year? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 	explanations, displays or presentations of results and conclusions.
#BtK – God created a huge variety of	#BtK – God created us	#BTK and Link	(S with other subjects #BtK – God created an incredible world	 and tables. 3. Write up & discuss results from 1 & 2 #BtK – the wonders of nature 	
plant life		Kov	- forces at our disposal Vocabulary		
		ney	v ocabulal y		
leaf, deciduous, evergreen, seed, berry, fruit, flower, seedling, seed head, grow, growth, habitat, soil type, variation, season, seasonal change, pollen, pollinate, nectar, honey bee, bumblebee, butterfly – Large White, Tortoiseshell, Peacock, observe, record, present	stay alive, survive, food, balanced diet, nutrition, nutrients, fruit and vegetables, carbohydrates, protein, roughage, fibre, sugar, fat, dairy, skeleton, bones, protect, support, move, muscles, joints, ribs, heart, skull, brain, backbone, spine, spinal column, vertebrate, footprint, trail, vitamins, minerals, question, classify, investigation, survey, measure, pattern, evidence, draw conclusions	light, dark, shadow, mirror, bright, dim, reflect, eye, opaque, transparent, translucent, ultraviolet, ray, beam, absorb, luminous, non-luminous, infrared, question, investigation, fair test, change, measure, predict, prediction, explain, explanation, observations, draw conclusions	push, pull, twist, force, air, turns, fast, slow, slows down, material, surface, magnet, attracts, magnetic material, magnetism, acts at a distance, non-magnetic material, metal, non-metal, strength, north pole, south pole, repel, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions	plant, roots, stem, trunk, leaf/leaves, flower, leaflet, stalk, veins, surface, edge, lobes, tip, food, root hair, nutrients, anchor, support, seed, germination, seedling, growth, mature plant, flowering, pollination, seed formation, bud, petal, sepal, carpel, stamen, pollen, reproduce, nectar, seed, fruit, dispersal, animal, wind, water, self-dispersal, explosion, sprinkling, competition, air, light, stigma, style, ovary, anther, filament,	sandstone, granite, chalk, limestone, marble, pumice, rough, smooth, hard, soft, rock, stone, pebble, texture, particle, crystal, granule, properties, soil, clay, sandy, loam, peat, organic material, weather, weathering, frost, beach, cliff, trilobite, starfish, sea urchin, ammonite, fossil, remains

	Working scientifically statements.			
Planning	 Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. 			
Observing	 Making systematic and careful observations and, where appropriate, taking accurate measureme equipment, including thermometers and data loggers. 			
Recording	 Gathering, recording, classifying and presenting data in a variety of ways to help in answering the Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and t 			
Concluding	 Reporting on findings from enquiries, including oral and written explanations, displays or present Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions to support their findings. 			
Evaluating	Using results to draw simple conclusions, make predictions for new values, suggest improvement			

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