

<u>Understanding the World:</u> Past & Present People, Culture and Communities The Natural World Science MTP https://docs.google.com/document/d/1XEYxTf_i_OI-xMnsR3XMM8nK6PGM0V5Y/edit	<u>Exploring a significant person:</u> ME - my life so far and then looking into the future. Is everyone the same? Does that matter? Is everyone's family the same? <u>Local Study:</u> My family tree. Develop an understanding of old and young. Where do we live, have we always lived there?	What is a habitat? What is hibernation? What is similar/different about woodland animals? Talk about the changing seasons and what happens to the natural world around them as the seasons change. Do we all celebrate the same things? Why? Discuss celebrations. Christmas/Diwali	Talk about the lives of the people around them and their roles in society. What job do you want when you grow up? Explore celebrations for other cultures – Chinese New Year: How is this similar/different to other cultures/celebrations.	Show care and concern for living things – chicks. Discuss the changes they observe over the week and refer back e.g. yesterday I noticed... Today it is.. Tomorrow the chicks might... Understand the effect of the changing seasons on the natural world around them. Reflect back on the year so far and the changes	World History, Astronauts: Neil Armstrong What can we do in our community to help look after the planet? Look at different materials. Recycling/reusing/ litter picking. Why is it important to look after the planet. How has it changed so far? How might it change in the future? Explore celebrations: Eid. How are celebrations different and similar?	Comparing different places around the world – have the children visited anywhere? Use maps, stories and non-fiction texts to find out more. Talk about different places we have visited around the world. Look at hot and cold places – how are they different?
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				they have observed.		
				What happens to the animals in the different seasons?		

Subject	Year 1 LTP 2025-2026					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science https://docs.google.com/document/d/1XFyE6AZIkiolKLOKstYQUcM6sqA17BN/edit	This is the first lesson of every half term. <u>Seasonal Changes:</u> observe changes across the 4 seasons Monthly weather walk: Local walk- take a photo every month of the same place/tree. Link to months of the year, clothing etc Record as a timeline <u>Humans:</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense All about me book Create an ‘ All about me’ book throughout the year					
	<u>Animals</u> Identify and name a variety of animals (fish, amphibians, reptiles, birds and mammals). Describe and compare a variety of common animals - locals animals Identify and name a variety of carnivores, herbivores and omnivores	<u>Plants</u> 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. Growing indoors - flowers *potatoes take 100 days *Plant for harvesting in Y2 *Plant strawberries for smoothie making in Su2	<u>Everyday materials</u> 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. 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.			

	Year 2- LTP 2025/2026					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science https://docs.google.com/document/d/1XxjIEA7x8ZUi9tg2muKIBi4TFEIL66JI/edit WRS https://drive.google.com/drive/folders/1IN3vvnbxAR1W3Yq_tEt1K1Zn6O8auRwG	<u>Plants</u> Plant indoors to watch growth over time NC points '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' do not need to be taught overtly here <u>Living things and their habitats</u> explore and compare the differences between things that are living, dead, and things that have never been alive	<u>Animals including humans</u> - 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. - notice that animals, including humans, have offspring which grow into adults	<u>Plants</u> - 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.	<u>Use of Everyday materials: Scientific Investigation</u> - 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.	<u>Use of Everyday materials: Scientific Investigation</u> - 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.	<u>Living things and their habitats</u> - 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 - 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.

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	Year 3- LTP 2025/2026					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science https://docs.google.com/document/d/1Xihxj6VqZTALast31CUeFFLQxckkovst/edit	<u>Plants</u> - 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	<u>Animal including humans</u> - 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.	<u>Rocks</u> - 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.	<u>Forces and Magnets</u> - 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,	<u>Forces and Magnets</u> - 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,	<u>Light</u> - 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 an opaque object - find patterns in the way that the size of shadows change.

	transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			depending on which poles are facing.	depending on which poles are facing.	
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	Year 4- LTP 2025-2026					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science https://docs.google.com/document/d/1CmLyCHy13HWiXLwv32MPaf9RdmJsZQW0/edit	<u>Living things and their habitats</u> - recognise that living things can be grouped in a variety of ways (discuss specific animals found this season) - 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	<u>Animal including humans</u> - 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 <u>Animal including humans</u> - construct and interpret a variety of food chains, identifying producers, predators and prey. <u>Living things and their habitats</u> – repeat for this season and extend to create own keys	<u>States of matter</u> - 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.	<u>States of matter - continued</u> - 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.	<u>Sound</u> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.	<u>Electricity</u> - 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

	dangers to living things (Habits changing throughout the year)					recognise some common conductors and insulators, and associate metals with being good conductors.
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	Year 5- LTP 2025-2026					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science https://docs.google.com/document/d/1XuiTRZOCG-0wen2wM7FUbFWHK5AayERM/edit	<u>Living things and their habitats</u> - 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.	<u>Properties and changes of Materials</u> - 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,	<u>Properties and changes of Materials</u> - 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,	<u>Space</u> - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>Forces</u> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears,	<u>Humans</u> describe the changes as humans develop to old age

		liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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.	liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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.		allow a smaller force to have a greater effect.	
Year 6- LTP 2025-2026						
	Autumn 1 7	Autumn 2 7	Spring 1 7	Spring 2 6	Summer 1 5	Summer 2 7

Science https://docs.google.com/document/d/1Y1-KrGPI-Xm5p2KQt2ShCxI3ZOmDc11x/edit	<u>Animals including humans</u> - 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.	<u>Living things and their habitats</u> - 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.	<u>Evolution and Inheritance</u> - 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.	<u>Evolution and Inheritance</u> - 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.	<u>Electricity</u> - 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.	<u>Light</u> - 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.
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