

Intent:

Pupils should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time. With guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses and egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

Pupils will be taught practical scientific methods, processes and skills through the teaching of content.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn	1-8	Living Things and Their Habitats <i>Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</i>	<ul style="list-style-type: none"> explore the differences between things that are living, dead, and things that have never been alive compare the differences between things that are living, dead, and things that have never been alive 	Literacy: Talk or write about text/pictures Ask questions Answer questions Use new vocabulary Present work Numeracy: Sequence events Making connections and comparisons SMSC: Enjoy learning about the world around them
	9-15	Animals Including Humans <i>Survival, Water, Air, Food,</i>	<ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	Literacy: Talk or write about text/pictures Ask questions Answer questions Use new vocabulary Present work Write with a purpose Numeracy: Making connections and comparisons counting, measuring SMSC: Enjoy learning about the world around them, Investigate moral and ethical issues
Spring	1-6	Animals Including Humans <i>Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty</i>	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	Literacy: Talk or write about text/pictures Ask questions Answer questions Use new vocabulary Present work Numeracy: Read a digital clock Sequence events SMSC: Enjoy learning about others, Enjoy learning about themselves
	6-12	Plants <i>Seeds, Bulbs, Water, Light, Temperature, Growth</i>	<ul style="list-style-type: none"> observe how seeds and bulbs grow into mature plants describe how seeds and bulbs grow into mature plants 	Literacy: Talk or write about text/pictures Ask questions Answer questions Use new vocabulary Write for a purpose Present work Numeracy: Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp

				Sequence events SMSC: Enjoy learning about the world around them
Summer	1-6	Uses of Everyday Materials <i>Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</i>	<ul style="list-style-type: none"> identify the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	Literacy: Take part in discussion Ask questions Answer questions Use new vocabulary Write for a purpose Present work Numeracy: Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp Read a digital clock Sequence events Pattern spotting SMSC: Enjoy learning about the world around them, Investigate moral and ethical issues
	6-12	Living Things and Their Habitats <i>Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats</i>	<ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited describe how different habitats provide for the basic needs of different kinds of animals describe how different habitats provide for the basic needs of different kinds of plants describe how animals and plants depend on each other 	Literacy: Take part in discussion Use new vocabulary Write for a purpose Present work Numeracy: Draw a pictogram/bar/tally/line/pie chart Interpret a pictogram/ bar/tally/line/pie chart SMSC: Enjoy learning about the world around them, Investigate moral and ethical issues
Whole Year		Working Scientifically	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	

Intended impact:

By achieving all of these outcomes, pupils will understand that all living things have characteristics that are needed for keeping them alive and healthy. Pupils will begin to ask questions about their local environment and identify a variety of plants and animals in their environment. This will prepare them for comparing different habitats that animals are found in – both familiar and unfamiliar. Pupils will begin to recognise the basic needs of animals and humans. Pupils will use their scientific skills to help them explore questions about the world around them as they move into Year 8.

