



		Autumn	Spring	Summer
1	<b>Working Scientifically skills taught through the exploration of the following content:</b>			
	<p><b>Superheroes</b> Publish a comic book celebrating heroes and villains from different times and places</p>	<p><b>Dinosaur Planet</b> How can we bring dinosaurs back to life creatively?</p>	<p style="text-align: center;"><b>Far Far Away</b> <i>How can we produce a soundtrack for a traditional tale?</i></p> <p style="text-align: center;"><b>Science NC Coverage:</b> <b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul> <p style="text-align: center;">Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p style="text-align: center;"><b>Science NC Coverage:</b> <b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p style="text-align: center;"><b>Buckets and Spades</b> <i>Plan and design a gallery that brings the seaside to the city</i></p> <p style="text-align: center;"><b>Science NC Coverage:</b> <b>Animals including Humans</b> <i>Focus on Animals</i></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common</li> </ul> <p style="text-align: center;"><b>Science NC Coverage:</b> <b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>
		<p><b>Science NC Coverage:</b> <b>Animals including Humans</b> <i>Focus on Humans</i></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>		



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



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<p>3 Working Scientifically skills taught through the exploration of the following content:</p>		
<p style="text-align: center;"><b>Gods and Mortals</b> How can we create our own Museum?</p> <p style="text-align: center;"><b>NC Coverage:</b> <b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p style="text-align: center;"><b>NC Coverage:</b> <b>Light</b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• find patterns in the way that the size of shadows change.</li> </ul>	<p style="text-align: center;"><b>Around the World in 80 Beats</b> <i>Compose an album of songs of the world</i></p> <p style="text-align: center;"><b>NC Coverage:</b> <b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p style="text-align: center;"><b>NC Coverage:</b> <b>Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul>	<p style="text-align: center;"><b>Sparks will Fly</b> <i>How can we tell the story of fire creatively?</i></p> <p style="text-align: center;"><b>NC Coverage:</b> <b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of materials by whether they are attracted to a magnet, and identify magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>



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<p>4 Working Scientifically skills taught through the exploration of the following content:</p>		
<p><b>Traders and raiders / Iron Warrior</b> How can we create our own Museum?</p> <p><b>NC Coverage:</b> <b>Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Bolts n' Bones</b> <i>How can we design a fitness program?</i></p> <p><b>NC Coverage</b> <b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Crazy Contraptions</b> <i>Can we design and make a product which solves a problem?</i></p> <p><b>NC Coverage:</b> <b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>



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5	<b>Working Scientifically skills taught through the exploration of the following content:</b>			
	<p><b>Pharaohs</b></p> <p>How can we create a film of the history of the world?</p> <p style="text-align: center;"><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Space Infinity</b></p> <p><i>How can we produce a Space game?</i></p> <p style="text-align: center;"><b>NC Coverage: Earth and Space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p style="text-align: center;"><b>NC Coverage: (Y6) Electricity</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Castle Attack!</b></p> <p><i>How can you re-enact a Castle attack?</i></p> <p style="text-align: center;"><b>NC Coverage: Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> </ul> <p style="text-align: center;"><b>NC Coverage: Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	



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6	<b>Working Scientifically skills taught through the exploration of the following content:</b>			
	<b>Eragon</b> How can we retell the story of Eragon?	<b>Childs War</b> How can we recognise those who experienced WW2?	<b>Goblins and Ghouls</b> <i>Create our own chronicles</i>  <b>NC Coverage:</b> <b>Light</b> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <b>NC Coverage; Animals including Humans</b> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<b>The Final Countdown</b> <i>How can we set up an FPA events promotion company?</i>  <b>NC Coverage:</b> <b>Living things and their Habitats</b> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
		<b>NC Coverage:</b> <b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>		