Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Manufacturing in Birmingham	Moom Zoom	Traditonal Tales	Enchanted Woodland	Seaside
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Talk about what I can see hear touch or taste. I can identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. I can identify and name animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of animals (fish, amphibians, reptiles, birds and mammals, including pets). Ask simple questions.	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. I can carry out simple tests. Ask simple questions. I can observe closely and describe what I see. I can try to answer scientific questions with support. I can make a simple prediction. I can try to answer scientific questions with support.	Observe and describe weather associated with the seasons and how day length varies. Obeserve changes across the four seasons Know how day length changes. I can carry out simple tests. Observe closely, using simple equipment. Ask simple questions. I can observe closely and describe what I see. I can try to answer scientific questions with support. I can make a simple prediction. I can find simple patterns in my results.	I can describe and compare the structure of animals (fish, amphibians, reptiles, birds and mammals, including pets). I can describe and compare the structure of animals (fish, amphibians, reptiles, birds and mammals, including pets). I can identify and name animals that are carnivores, herbivores and omnivores. 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. I can carry out simple tests. Observe closely, using simple equipment.	Observe and describe weather associated with the seasons and how day length varies. Obeserve changes across the four seasons Know how day length changes. I can carry out simple tests. Observe closely, using simple equipment. Ask simple questions. I can observe closely and describe what I see. I can try to answer scientific questions with support. I can make a simple prediction. I can try to answer scientific questions with support. I can find simple patterns in my results.	Ask simple questions. I can observe closely and describe what I see. I can try to answer scientific questions with support. I can make a simple prediction. I can find simple patterns in my results.

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transport	Cadbury	Kings and Queens	Nurses	London	Great Explorers
I can identify a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can compare the suitability materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard I know shapes of solids can be changed by squashing, bending ,twisting and stretching I can compare and group together materials based on their simple physical properties. (similarities/ differences)	I can ask simple questions. I can suggest a question for an experiment. I can use my senses to observe and answer questions (independently). I can observe closely and describe what I can see. I know questions can be answered in different ways (first-hand experience/books/ICT). I can make a simple prediction. I can say whether what happened was what I expected. I can gather information from different sources (books/ ICT/Observations).	I know plants come from seeds. I can observe and describe how seeds and bulbs grow into mature plants. I know plants need water, light and warmth to grow. I know the difference between healthy and unhealthy plants. I can identify and name a variety of plants and animals in their habitats, including micro-habitats.	I can identify things that are living, dead, and things that have never been alive. I can compare living things and things that are not alive. I know that most living things live in different habitats. I can describe habitats and how they provide food and shelter for different animals and plants. I know how animals and plants need/ depend on their habitat. I can describe how animals scavenge and hunt for their food (plants and other animals). I can identify and name different sources of food. I can understand food chains.	I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I know that animals, including humans, have offspring which grow into adults. I know why humans need to exercise, eat the right amounts of different types of food, and hygiene.	I can carry out simple tests using simple equipment (ruler). I can gather and record data (drawings and simple charts). I can find simple patterns in my results. I can explain what happened using some scientific language.

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mighty Metals	Flow - Canals	Tremors	Scrumdidllyumptious	Heroes and Villains	Tribal Tales
I can compare how things move on different surfaces. I know that some forces need contact between two objects, but magnetic forces can act at a distance. I know how magnets attract or repel each other. I can compare and group together materials based on whether they are attracted to a magnet I can describe magnets as having two poles and a magnetic field. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I know magnets attract some materials and not others. I can identify some magnetic materials.	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. I can investigate the way in which water is transported within plants. I know what plants need for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	I can recognise different types of rocks and describe the texture. I can compare and group together different kinds of rocks on the basis of their appearance and physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter.	I know that animals, including humans cannot make their own food; they get nutrition from what they eat. I can identify that animals, including humans, need the right types and amount of nutrition.	I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical and comparative tests. I can report on findings from investigations including oral and written explanations, displays or presentations of results and conclusions.	I know that humans and some other animals have skeletons. I know humans have muscles for support, protection and movement. I can recognise that they need light in order to see things and that dark is the absence of light I know that light is reflected from surfaces. I know that light from the sun can be dangerous and that there are ways to protect my eyes. I know that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the sizes of shadows change.

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Misty Mountain Sierra	Yardley History	Burps Bile and Bottoms	I am a warrior	Anglo Saxons	Blue Abyss
I can carry out a fair test and explain why it was fair or unfair. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers, beakers and data loggers. I can record my findings using simple scientific language, labelled diagrams, line graphs, bar charts, and tables. I can report on findings from experiments, including written explanations or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can use straightforward scientific evidence to answer questions or to support my findings. I can compare and group materials together, according to whether they are solids, liquids or gases. I can 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) I can identify the part played by evaporation and condensation in the water cycle and	I can recognise that vibrations from sounds travel through a material or substance to the ear (air). I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. I can set up simple practical and comparative tests.	I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can set up simple practical and comparative tests.	I can identify common appliances that run on electricity. I can construct a simple series electrical circuit. I can gather, record, classify and present data in a variety of ways to help in answering questions. Identifying and naming its basic parts (cells, wires, bulbs, switches and buzzers). I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	I can construct and interpret a variety of food chains, identifying producers, predators and prey. I can recognise common conductors and know some metals are good conductors. I can recognise some insulators and know how they are used in everyday life. I can 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. I can read and spell scientific vocabulary correctly and with confidence, using my reading and spelling knowledge. I can ask relevant questions and use different types of scientific enquiries to answer them. I can make predictions using scientific knowledge.	I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things. I can recognise that environments can change and that this can sometimes pose dangers to living things.

associate the rate of evaporation with temperature I can identify how sounds are made, associating some of them with something vibrating.					

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Princes Peasants and Pestilence	Lunar Society	Beast Creator	Beast Creator / Star Gazers	Star Gazers	Alchemy Island

I can plan different types of scientific investigations to answer questions. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can present findings from investigations, including conclusions, patterns and explanations of results, in oral and written forms such as presentations. I can describe the life process of reproduction in some plants and animals. I can make predictions with an explanation using some scientific concepts.	I can describe the changes as humans develop to an old age. I can describe the life process of reproduction in some plants and animals. I can identify the effects of air resistance, water resistance and friction that act between moving surfaces. I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. I can use test results to make predictions to set up further comparative and fair tests.	I can describe life processes such as nutrition and growth in plants. I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can identify scientific evidence that has been used to support or contradict ideas or arguments. I can consider what sources of information, including first-hand experience, and a range of other sources, I will use to answer questions. I can use equipment with increasing accuracy reading standard measures such as thermometers, measuring jugs, timers, scales and measuring sticks.	I can give reasons, based on evidence, for the particular uses of everyday materials, including metals, wood and plastic. I can repeat experiments to get accurate readings. I can describe how to change one variable while keeping others the same. I consider how changing one variable can alter another and use the convention of '**er**' words to describe this (eg. The heavi**er** the load, the long**er** the spring)	I can use the idea of the Earth's rotation to explain day and night. I can describe the movement of the Moon around the Earth. I can describe the Sun, Earth and Moon as approximately spherical objects. I can explain the apparent movement of the sun across the sky. I can describe the movement of the Earth, and other planets around the Sun in the solar system. I can explain that objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can compare and group together everyday materials based on their properties (hardness, solubility, transparency, conductivity, electrical and thermal). I can explain that some changes create new materials, and this is sometimes irreversible (including changes with burning and acid on bicarbonate of soda). I can identify reversible and irreversible changes. I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I can investigate how different materials react to magnets. I can read, spell and pronounce scientific vocabulary correctly.

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extreme Weather	A child's War	Blood heart			

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind (offspring vary and are not identical to their parents). I can identify how animals and plants are adapted to suit their environment. I know that adaptation may lead to evolution. I can identify scientific evidence that has been used to support or contradict ideas or arguments. I can consider what sources of information, including first-hand experience, and a range of other sources, I will use to answer questions. I can use equipment with increasing accuracy reading standard measures such as thermometers, measuring jugs, timers, scales and measuring sticks.	I can give reasons for classifying plants and animals based on specific characteristics. I can describe how living things are classified into groups according to common characteristics (similarities and differences, including micro-organisms, plants and animals). I know how micro-organisms may be beneficial and harmful. I can use test results to make predictions to set up further comparative and fair tests. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can present findings from investigations, including conclusions, patterns and explanations of results, in oral and written forms such as presentations.	I can identify and name the main parts of the human circulatory system. I can describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I can describe the ways in which nutrients and water are transported within humans.	I can recognize that light appears to travel in straight lines. I can 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. I can 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. I can read, spell and pronounce scientific vocabulary correctly. I can make predictions with an explanation using some scientific concepts. I can plan different types of scientific investigations to answer questions.	I can repeat experiments to get accurate readings. I can describe how to change one variable while keeping others the same. I consider how changing one variable can alter another and use the convention of '**er**' words to describe this (e.g. The heavi**er** the load, the long**er** the spring). I can compare the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit. I can use symbols when representing a simple circuit in a diagram. I can give reasons for variations in how components function (brightness of bulb, buzzer volume, on/off position of switches). I use appropriate scientific language and use scientific knowledge to support any conclusions.