



Mill Hill Community Primary School
Whole School Science Curriculum Overview

Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically Read and spell scientific vocabulary	Working Scientifically Read and spell scientific vocabulary	Working Scientifically Read and spell scientific vocabulary	Working Scientifically Read and spell scientific vocabulary	Working Scientifically Read and spell scientific vocabulary	Working Scientifically Read and spell scientific vocabulary
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <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. <p>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at key stage 1.</p> <p>This programme of study is broken down further into Key Skills for each year group. These Key Skills are detailed below and show progression from Year 1 - 6.</p>		<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them 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 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. <p>Pupils should read and spell scientific vocabulary correctly and with confidence, using growing word reading and spelling knowledge.</p> <p>This programme of study is broken down further into Key Skills for each year group. These Key Skills are detailed below and show progression from Year 1 - 6.</p>		<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Pupils should read, spell and pronounce scientific vocabulary correctly.</p> <p>This programme of study is broken down further into Key Skills for each year group. These Key Skills are detailed below and show progression from Year 1 - 6.</p>	



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<p>Key Skills</p> <p>S1.1 Use everyday language/begin to use simple scientific words to ask or answer a scientific question</p> <p>S1.2 Follow instructions to complete a simple test individually or in a group.</p> <p>S1.3 Observe objects, materials and living things and describe what they see.</p> <p>S1.5 Sort and group objects, materials and living things, with help, according to simple observational features.</p> <p>S1.6 Talk about their findings and explain what they have found out.</p> <p>S1.7 Use everyday or simple scientific language to ask and/or answer a question on given data.</p> <p>S1.8 Explain, with help, what they think they have found out.</p>	<p>Key Skills</p> <p>S2.1: Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips.</p> <p>S2.2: Do things in the correct order when performing a simple test and begin to recognise when something is unfair.</p> <p>S2.3: Observe something closely and describe changes over time.</p> <p>S2.4: Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple test.</p> <p>S2.5: Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple test.</p> <p>S2.6: Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.</p> <p>S2.7: Identify simple patterns, and/or relationships using simple comparative language.</p> <p>S2.8: Use simple scientific language to explain what they have found out.</p>	<p>Key Skills</p> <p>S3.1 Use ideas to pose questions, independently, about the world around them.</p> <p>S3.2 Discuss enquiry methods and describe a fair test.</p> <p>S3.3 Make decisions about what to observe during an investigation.</p> <p>S3.4 Take accurate measurements using standard units.</p> <p>S3.5 Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships.</p> <p>S3.6 Record their findings using scientific language and present in note form, writing fames, diagrams, tables and carts.</p> <p>S3.7 Gather, record and use data in a variety of ways to answer a simple question.</p> <p>S3.8 Draw, with help, as simple conclusion based on evidence from an enquiry or observation.</p>	<p>Key Skills</p> <p>S4.1 Suggest relevant questions and know that they could be answered in a variety of ways, including using secondary sources such as ICT. Answer questions using straightforward scientific evidence.</p> <p>S4.2 Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables.</p> <p>S4.3 Make systematic and careful observations</p> <p>S4.4 Take accurate measurements using standard units and a range of equipment including thermometers and data loggers.</p> <p>S4.5 Identify similarities/differences/changes when talking about scientific processes. Use and begin to use simple keys.</p> <p>S4.6 Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays, oral or written explanations).</p> <p>S4.7 Identify, with help, changes, patterns, similarities and differences in data to help form conclusions. Use scientific evidence to support findings.</p> <p>S4.8 Use recorded data to make predictions, pose new questions, and suggest improvements for further enquiry.</p>	<p>Key Skills</p> <p>S5.1 Raise different types of scientific questions and hypotheses.</p> <p>S5.2 Plan a range of scientific enquiries, including comparative and fair tests.</p> <p>S5.3 Pan and carry out comparative and fair tests, making systematic and careful observations.</p> <p>S5.4 Take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>S5.5 Use and develop keys to identify, classify and describe living things and materials.</p> <p>S5.6 Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models.</p> <p>S5.7 Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.</p> <p>S5.8 Use a simple mode of communication to justify their conclusions on a hypothesis. Begin to recognise how scientific ideas change over time</p>	<p>Key Skills</p> <p>S6.1 Pose/select the most appropriate line of enquiry to investigate scientific questions.</p> <p>S6.2 Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.</p> <p>S6.3 Make their own decisions about which observations to make, using test results and observations to make predictions or set up further comparative or fair tests.</p> <p>S6.4 Choose the most appropriate equipment in order to take measurements, explain how to use it accurately. Decide how long to take measurements for, checking results with additional readings.</p> <p>S6.5 Identify and explain patterns seen in the natural environment.</p> <p>S6.6 Choose the most effective approach to record and report results, linking to mathematical knowledge.</p> <p>S6.7 Identify and explain casual relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion.</p> <p>S6.8 Identify validity of conclusion and required improvement to</p>
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					methodology. Discuss how scientific ideas develop over time.
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Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>BIOLOGY Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>BIOLOGY Living things and their habitats</p> <p>Explore and compare differences between things that are living, dead, and things that have never been alive.</p> <p>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 and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals. Use the idea of a simple food chain, identify and name different sources of food.</p>	<p>BIOLOGY Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore 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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>BIOLOGY Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>BIOLOGY Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>BIOLOGY Living things and their habitats</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>



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Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>BIOLOGY Animals, including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</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> <p>NOTE: When working scientifically pupils will learn about the senses, which will include hearing and sound.</p>	<p>BIOLOGY Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals, including humans</p> <p>Know that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air.)</p> <p>Importance of exercise, eating the right amounts of different types of food, and hygiene for humans.</p>	<p>BIOLOGY Animals, including humans</p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>BIOLOGY Animals, including humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>BIOLOGY Animals, including humans</p> <p>Describe the changes as humans develop to old age.</p>	<p>BIOLOGY Animals, including humans</p> <p>Identify and name the main parts of the human circulatory system. Describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Living things produce offspring of the same kind. Offspring vary and are not identical to their parents.</p> <p>Identify animals and plants are adapted to their environment in different ways. Adaptation may lead to evolution.</p>



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<p>CHEMISTRY Everyday materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>CHEMISTRY Uses of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>CHEMISTRY Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>CHEMISTRY States of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>CHEMISTRY Properties and changes of materials</p> <p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new</p>	



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				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.	
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>PHYSICS Seasonal changes</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>NOTE: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p>	<p>PHYSICS</p>	<p>PHYSICS Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the sizes of shadows change.</p>	<p>PHYSICS Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>PHYSICS Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>PHYSICS Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>

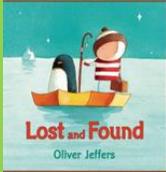
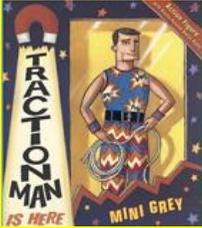
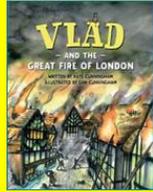
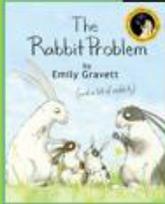
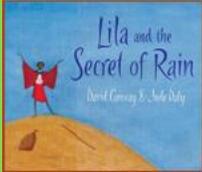
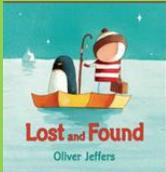
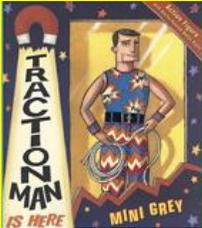
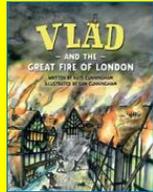
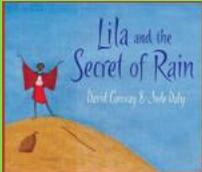
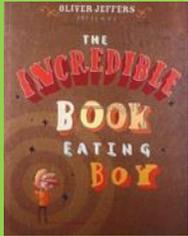
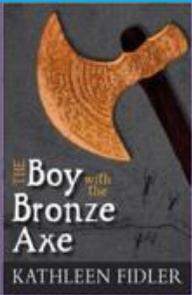
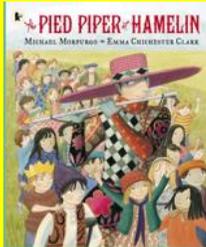
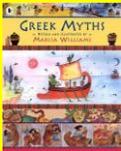
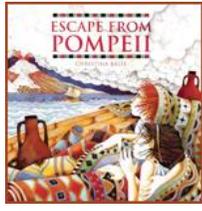


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Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>PHYSICS Forces</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>PHYSICS Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>PHYSICS Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>PHYSICS Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>

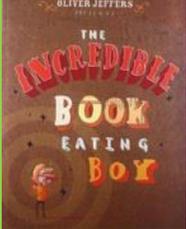
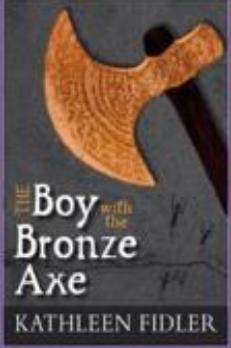
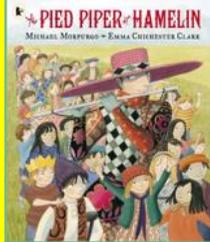
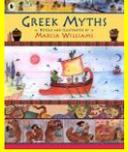
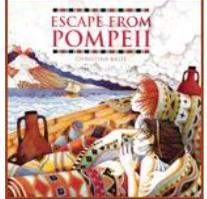
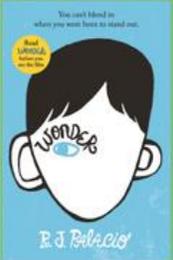
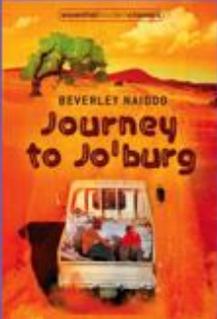
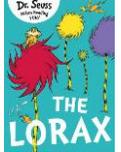
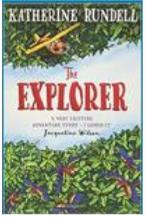


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A Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Seasonal Change – on going	Y2 Wild  Animals including humans	Y1 Lost and found  Animals including humans	Y2 Traction Man  Materials	Y2 Vlad and the Great Fire of London  Materials	Y1 The Rabbit Problem  Seasonal Change Plants	Y2 Lila and the Secret of Rain  Seasonal Change Plants
2 Seasonal Change – on going	Y2 Wild  Living things and their habitats	Y1 Lost and found  Animals including humans	Y2 Traction Man  Materials	Y2 Vlad and the Great Fire of London  Materials	Y1 The Rabbit Problem  Plants Covid 19 Catchup – must teach Y1 and Y2 National Curriculum	Y2 Lila and the Secret of Rain  Seasonal Change Plants
3	Y4 The Incredible Book Eating Boy  Animals including humans Covid 19 Catchup – must teach Y3 and Y4	Y3 Stone Age Boy and the Boy With the Bronze Axe  Light	Y4 Pied Piper of Hamelin  Sound Y4	Y3 Greek Myths Y4 Who let the Gods Out?   Materials	Y3 The Night Gardener  Plants Covid 19 Catchup – must teach Y2 and Y3	Y4 Escape from Pompeii Roman Diary  Living Things and their habitats Covid 19 Catchup – must teach Y2 and Y4

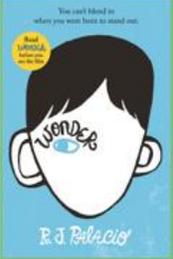
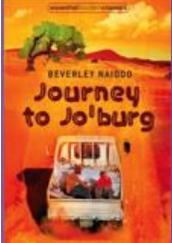


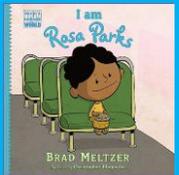
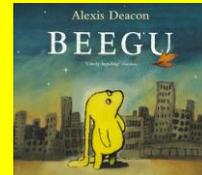
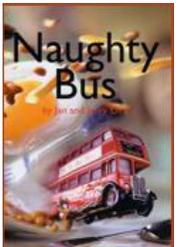
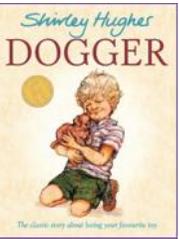
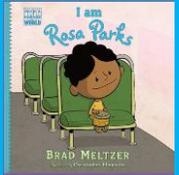
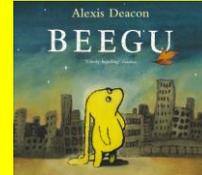
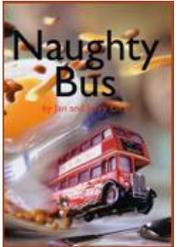
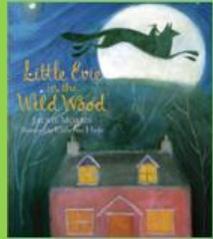
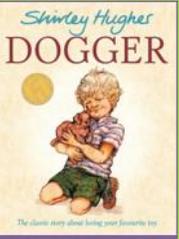
Mill Hill Community Primary School
Whole School Science Curriculum Overview

	Y4 National Curriculum			Forces and magnets	Y3 National Curriculum	Y4 National Curriculum
4	<p>Y4 The Incredible Book Eating Boy</p>  <p>Animals including humans Covid 19 Catchup – must teach Y3 and Y4 National Curriculum</p>	<p>Y3 Stone Age Boy and the Boy With the Bronze Axe</p>  <p>Light Y3</p>	<p>Y4 Pied Piper of Hamelin</p>  <p>Sound</p>	<p>Y3 Greek Myths Y4 Who let the Gods Out?</p>   <p>Forces and Magnets Y3</p>	<p>Y3 The Night Gardener</p>  <p>Plants Covid 19 Catchup – must teach Y2 and Y3 National Curriculum</p>	<p>Y4 Escape from Pompeii Roman Diary</p>  <p>Living things and their habitats Covid 19 Catchup – must teach Y2 and Y4 National Curriculum</p>
5	<p>Y6 Wonder</p>  <p>Animals including humans</p>	<p>Y5 Journey to Jo-Berg</p>  <p>Properties and changes of materials Covid 19 Catchup – must teach Y4 States of Matter National Curriculum</p>	<p>Y5 The Magic Box / Leon and the Place In between</p>   <p>Earth and Space</p>	<p>Y6 Viking Boy</p>  <p>Forces and magnets</p>	<p>Y6 Macbeth (3 weeks)</p>  <p>Living things and their habitats</p>	<p>Y5 The Lorax The Explorer</p>  
6	<p>Y6 Wonder</p>	<p>Y5 Journey to Jo-Berg</p>	<p>Y5 The Magic Box / Leon and the Place In between</p>	<p>Y6 Viking Boy</p>	<p>Y6 Macbeth (3 weeks)</p>	<p>Y5 The Lorax The Explorer</p>

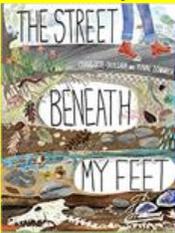
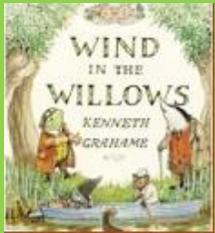
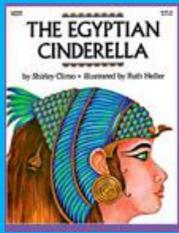
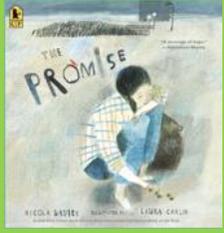
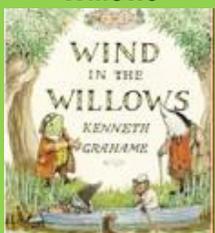
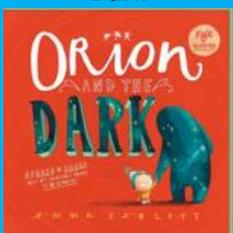
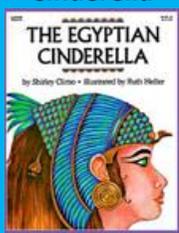
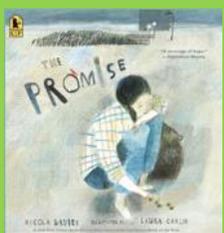
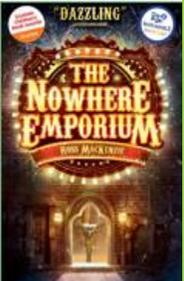
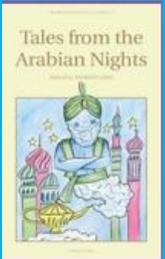
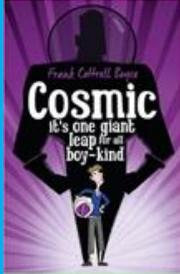
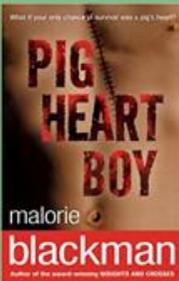
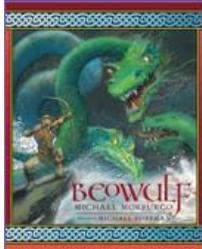


Mill Hill Community Primary School
Whole School Science Curriculum Overview

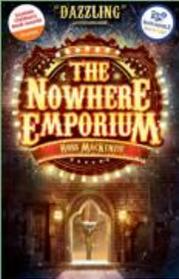
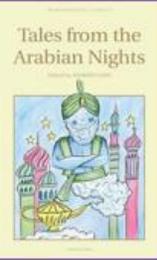
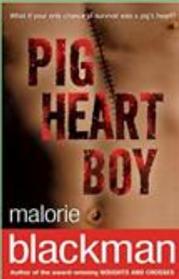
	 Evolution and inheritance	 Animals including humans	 Electricity Covid 19 Catchup – must teach Y5 Forces and Magnets National Curriculum	 Properties and Changes of materials Covid 19 Catchup – must teach Y5 National Curriculum	 Living things and their habitats	 Light
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B Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Seasonal Change – on going	Y1 The Bog Baby  Animals including humans	Y2 I am Rosa Parks  Seasonal Change	Y1 Beegu  Everyday materials	Y1 Naughty Bus  Properties and Changes of materials	Y2 Little Evie and the Wild Wood  Plants	Y1 Dogger  Living things and habitats
2 Seasonal Change – on going	Y1 The Bog Baby  Animals including humans	Y2 I am Rosa Parks  Seasonal Change	Y1 Beegu  Everyday materials	Y1 Naughty Bus  Properties and Changes of materials	Y2 Little Evie and the Wild Wood  Plants	Y1 Dogger  Living things and habitats



<p>3</p>	<p>Y3 The Street Beneath my Feet</p>  <p>Rocks Covid 19 Catchup – must teach to Y3 and Y4</p>	<p>Y4 Wind in the Willows</p>  <p>Animals including humans</p>	<p>Y3 Orion and the Dark</p>  <p>Light</p>	<p>Y4 The Egyptian Cinderella</p>  <p>Electricity Y4</p>	<p>Y4 The Promise</p>  <p>States of matter Y4</p>	<p>Y3 Alice in Wonderland</p> 
<p>4</p>	<p>Y3 The Street Beneath my Feet</p>  <p>Rocks Covid 19 Catchup – must teach to Y3 and Y4</p>	<p>Y4 Wind in the Willows</p>  <p>Animals including humans</p>	<p>Y3 Orion and the Dark</p>  <p>Light Y3</p>	<p>Y4 The Egyptian Cinderella</p>  <p>Electricity</p>	<p>Y4 The Promise</p>  <p>States of matter</p>	<p>Y3 Alice in Wonderland</p> 
<p>5</p>	<p>Y5 The Nowhere Emporium</p>  <p>Animals including humans</p>	<p>Y6 Tales From the Arabian Knights</p>  <p>Forces and magnets</p>	<p>Y5 Cosmic</p>  <p>Earth and Spac</p>	<p>Y6 Trash</p>  <p>Living things and their habitats</p>	<p>Y6 Pig Heart Boy</p>  <p>Properties and changes of materials</p>	<p>Y5 Beowulf Lady of Shalott</p> 



6	<p>Y5 The Nowhere Emporium</p>  <p>Animals including humans</p>	<p>Y6 Tales From the Arabian Nights</p>  <p>Living things and their habitats</p>	<p>Y5 Cosmic</p>  <p>Evolution and Inheritance</p>	<p>Y6 Trash</p>  <p>Electricity</p>	<p>Y6 Pig Heart Boy</p>  <p>Animals including humans</p>	<p>Y5 Beowulf Lady of Shalott</p>  <p>Light</p>
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