



<b>Nursery</b>								
<b>YR</b>								
<b>Year 1</b>		<b>Three generations:</b> History within living memory. Changes in my parents/grandparent life time.			<b>Journeys</b> Journey from home to school, map work around the school grounds, i Identify and compare animals:	<b>Looking after myself:</b> keeping safe at home and school Name basic body parts	<b>What's it made of?</b> Everyday materials Describe and compare simple physical properties linked to design project	
Year 1: How does your garden grow? Year long investigation: <b>weather / seasonal changes / plants. Science/Geography</b>								
<b>Year 2</b>		<b>Further back in time: what was life like in the 20<sup>th</sup> century?</b> Comparison of what it was like to live in the past inc: key events and people			<b>Is life the same wherever you live?</b>  Comparison to another locality (preferably within travelling distance) <b>Habitats</b>	<b>It's good to be me!</b> Basic needs of animals. Exercise, diet and hygiene.	<b>Uses of everyday materials</b>	
Year 2: Round and round the garden Year long investigation: <b>weather / field work, plants and habitats. Science/Geography</b>								
<b>Year 3</b>		<b>The story of my town</b> Why is my town where it is?  How is the history linked to the geography? <b>Rocks:</b>		<b>Light</b> Reflection and shadows	<b>Build bridges, not walls</b> Different communities around the UK Plants:	<b>Keeping fit</b> Keeping healthy Animals: Food and nutrition Skeletons	<b>Forces and Magnets</b> Design and make objects using magnets	
Year 3: Year long investigation: <b>life cycle of plants</b>								
<b>Year 4</b>		<b>Lessons from the past</b> From Stone Age to 1066. How and why life changed through different periods of time  Living things: classification. / changing environments		<b>Sound</b> Find patterns between pitch and volume	<b>What is home?</b> Are all homes the same? Comparison of life in Europe States of matter, changes in materials	<b>Keeping healthy</b> Digestive system and teeth	<b>Electricity</b> Use electrical circuits in the Design process	
Year 4: Year long investigation: <b>changing habitats</b>								
<b>Year 5</b>		<b>What the Greeks did for us!</b> Ancient Greece: the		<b>Forces</b> Gravity, air resistance, friction	<b>Fighting back</b> Natural disasters: what causes them and how	<b>Growing up.</b> How humans develop into old age: Puberty,	<b>Properties and changes of materials</b> – observe and	

		legacy left Earth and space			can we overcome the impact All living things –	reproduction	compare changes that take place during the cooking process	
<b>Year 6</b>		<b>Ancient civilisations:</b> Why do people fight? Evolution and inheritance: fossils		<b>Light</b> How we see objects; light travels in straight lines	<b>Vanishing rainforest</b> The story of the Amazon. North / South America All living things, classification	<b>Fit for the future</b> Sexual health, drugs education Animals including humans: Diet Circulation	<b>Forces and electricity</b> Series circuits Design and make something that changes 1 component at a time	

Science POS in relation to content have been mapped out across the year, this ensure fully coverage of content. However, investigative science has to be taught across the school year. In UoLs where there is no allocated science, investigations should be planned in linked to the over arching topic.