

Science

All enquiries are taught on a 2 year cycle. Year A starts in the September of an even year (e.g. 2020, 2022 etc). Year B starts in the September in an odd year (2021, 2023 etc).

The questions in blue are our enquiry titles. National Curriculum coverage for this subject that is linked to the enquiry is in the box to the right. If the box is marked N/A, this means that this subject is not covered in the enquiry.

YEARS 1 AND 2

YEAR A OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
How can we help?	N/A
What could my classroom be made out of?	<p>Everyday Materials</p> <ul style="list-style-type: none"> - identify and compare the suitability for particular uses, of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard; - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
How are schools the same?	N/A
What is home?	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead and things that have never been alive; - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; - identify and name a variety of plants and animals in their habitats, including micro-habitats. <p>Animals, including humans</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults
What did Brunel do for Great Britain?	N/A
How do we live a healthy life?	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food. <p>Animals, including humans</p> <ul style="list-style-type: none"> - find out about & describe the basic

	needs of animals, including humans, for survival (water, food and air); - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
How do plants grow around us?	Plants - observe and describe how seeds and bulbs grow into mature plants; - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
How will we get around in the future?	N/A

YEAR B OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
How could we play in different ways?	N/A
What am I?	Animals, including humans: - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; - identify and name a variety of common animals that are carnivores, herbivores and omnivores; - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets); - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
What changes around me?	Seasonal Changes - observe changes across the 4 seasons; - observe and describe weather associated with the seasons and how day length varies.
What do artists do?	N/A
What grows near me?	Plants: - identify and name a variety of common wild and garden plants; - identify and describe the basic structure of a variety of common - flowering plants, including trees.
What is my hat made of?	Everyday Materials: - distinguish between an object and the material from which it is made; - 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 based on their simple physical properties.
What might I do in the future?	N/A
Where is my school?	N/A
Who helps who?	N/A
How do we move around?	N/A

YEARS 3 AND 4

YEAR A OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
How can we switch off?	<p>Electricity</p> <ul style="list-style-type: none"> - identify common appliances that run on electricity; - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; - 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; - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; - recognise some common conductors and insulators, and associate metals with being good conductors.
Why do we live here?	N/A

<p>What is the difference between noise and sound?</p>	<p>Sound</p> <ul style="list-style-type: none"> - identify how sounds are made, associating some of them with something vibrating; - recognise that vibrations from sounds travel through a medium to the ear; - find patterns between the pitch of a sound and features of the object that produced it; - find patterns between the volume of a sound and the strength of the vibrations that produced it; - recognise that sounds get fainter as the distance from the sound source increases.
<p>What is creativity?</p>	<p>Creativity and invention whilst Being a Scientist and working scientifically.</p>
<p>Why are more people becoming vegetarian?</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive system in humans; - identify the different types of teeth in humans and their simple functions; - construct and interpret a variety of food chains, identifying producers, predators and prey.
<p>Who has stood here before us?</p>	<p>N/A</p>
<p>Where does our water come from?</p>	<p>States of matter</p> <ul style="list-style-type: none"> - compare and group materials together, according to whether they are solids, liquids or gases; - 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); - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<p>What should you flush down the loo?</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - recognise that living things can be grouped in a variety of ways; - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; - recognise that environments can change and that this can sometimes pose dangers to living things.

YEAR B OF THE TWO YEAR CYCLE

ENQUIRY	NATIONAL CURRICULUM CONTENT
How can we find out about people in the past?	N/A
How can you feel the force?	<p>Forces and magnets</p> <ul style="list-style-type: none"> - compare how things move on different surfaces; - notice that some forces need contact between two objects, but magnetic forces can act at a distance; - observe how magnets attract or repel each other and attract some materials and not others; - 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; - describe magnets as having two poles; - predict whether two magnets will attract or repel each other, depending on which poles are facing.
How do plants die?	<p>Plants</p> <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; - 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; - investigate the way in which water is transported within plants; - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
What is underneath our feet?	<p>Rocks</p> <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; - describe in simple terms how fossils are formed (when things that have lived are trapped within rock); - recognise that soils are made from rocks and organic matter.
Where does the darkness come from?	<p>Light</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light; - notice that light is reflected from surfaces; - recognise that light from the sun can be dangerous and that there are ways to protect their eyes;

	<ul style="list-style-type: none"> - recognise that shadows are formed when the light from a light source is blocked by an opaque object; - find patterns in the way that the size of shadows change.
Why did people travel in the past?	N/A
What is the difference between surviving and being healthy?	<p>Animals, including humans</p> <ul style="list-style-type: none"> - 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; - identify that humans and some other animals have skeletons and muscles for support, protection and movement.

YEARS 5 AND 6

YEAR A OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
How can science help the homeless?	<p>Properties and changes of materials:</p> <ul style="list-style-type: none"> - 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; - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; - demonstrate that dissolving, mixing and changes of state are reversible changes; - explain that some changes result in the formation of new 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.
What does the Earth look like from the solar system?	Earth and Space - describe the movement of the Earth and other planets relative to the Sun in the Solar System; - describe the movement of the Moon relative to the Earth; - describe the Sun, Earth and Moon as approximately spherical bodies; - use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
Where is our twin?	N/A
How can we show what we believe in?	N/A
Who is trading with whom?	N/A
How are you helping to save our planet?	Living things and their habitats - describe the differences in life cycles of a mammal, amphibian, an insect and a bird; - describe the life process of reproduction in some plants and animals.
What makes a good performance great?	N/A
What do forces actually do?	Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

YEAR B OF THE TWO YEAR CYCLE

ENQUIRY	NATIONAL CURRICULUM CONTENT
How are lives saved?	Working scientifically: - identifying scientific evidence that has been used to support or refute ideas or arguments; - understanding who the leading figures in scientific thought are and what they have achieved (locally if possible). Animals including humans: - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;

	<ul style="list-style-type: none"> - describe the ways in which nutrients and water are transported within animals, including humans.
How big is your footprint?	<p>Electricity:</p> <ul style="list-style-type: none"> - associate the brightness of a lamp [please refer to National Curriculum for full statement] - compare and give reasons for variations in how components function [please refer to National Curriculum for full statement] - use recognised symbols when representing a simple circuit in a diagram
How do we all live together?	N/A
Linnaeus or Darwin – how are they connected?	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals; - give reasons for classifying plants and animals based on specific characteristics. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Where does our food really come from?	N/A
Who were the great engineers?	N/A
Why are shadows important?	<p>Light:</p> <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines; - 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; - 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; - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.