



Dringhouses Discovery Curriculum – Science Curriculum Progression Plan

Intent - Science lessons in school are based around our very own science principles which were developed with staff during PSQM. These principles are at the heart of our science planning so that we provide children with fun and memorable lessons. We ensure that lessons include lots of practical elements where children are provided with opportunities to work scientifically and carry out investigations. We endeavour to make science lessons thought provoking and inspiring so that children are inquisitive and ask questions to further their own learning - therefore developing their scientific knowledge and conceptual understanding. We also try to link the teaching of science to real life so that it is relevant. We plan in visitors and trips to bring science alive as well as having good links with two local secondary schools. Children are given opportunities to suggest their own enquiries which helps to develop their questioning skills, initiative, independence, teamwork and leadership. Lessons feature challenges to extend the children's knowledge and to explore deeper thinking so all children are equipped with the skills required to understand science of today and the future. Through this curriculum, we aim to provide all the children with the educational, social and cultural capital to which they are entitled. At Dringhouses, we aim to expose children to key scientists from around the world, we are inclusive of gender and ethnicity.

Implementation - Science is taught in age phase teams on a 2 year rolling programme to ensure correct coverage. A science week and outdoor learning days are planned into each year to provide opportunities to use and apply science skills and knowledge. Extra-curricular and enhancement opportunities, such as STEM/coding club and close working with the university & local secondary schools, are included to enhance the children's experience and enjoyment of science.

Impact - Science is assessed by each teacher throughout the year, specifically at the end of each term. Science levels are reported at the end of the year in the annual report. The Science Lead and SLT monitor the impact of the teaching and learning in science through learning walks, pupil voice, book trawls, staff questionnaires and lesson observations.

Science	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Skills	<p>What makes us special? Children will understand the terms 'same' and 'different'. Children will know about the season of Autumn and its characteristics</p> <p>Do we all celebrate the same things? Children will explore and ask questions about the natural world around them. Children will know about the season of Autumn/Winter and their characteristics</p> <p>What is in the sky? Children will talk about features of the environment they are in and learn about the different environments. Children will know about the season of Winter and its characteristics</p> <p>Who's afraid of the Big Bad Wolf? Children will make observations about plants discussing similarities and differences. Children will know about the season of Spring and its characteristics</p> <p>Where in the world do you live? Children will make observations about animals discussing similarities and differences. Children will know about the season of Spring/Summer and their characteristics</p>	<p>Who are you? & Art attack! (animals inc humans) Using their observations to compare and contrast animals, grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells. I can label parts of the human body.</p> <p>Inside the toybox & Fire Fire (materials) Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? comparing the uses of everyday materials in and around the school</p> <p>Iceberg Ahead & Beside the seaside (habitats) sorting and classifying things according to whether they are living, dead or were never alive. Construct a simple food chain that includes humans (e.g. grass, cow, human). describe the conditions in different habitats and micro-habitats</p> <p>Once upon a story & Buzzing! (plants) Comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Keep records of how plants have changed over time.</p> <p>Inside the castle walls & Totally Locally (York)</p>	<p>School of Rock (animals including humans, & rocks) Identifying and grouping animals comparing their movement; compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. Research different food groups and how they keep us healthy and design meals based on what they find out.</p> <p>Observing rocks, identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Identify similarities and differences of soils. Investigate what happens when rocks are rubbed together or what changes occur when they are in water.</p> <p>The jungle run! (plants & habitats) Explore and identify local plants and animals Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p>All creatures great and small (forces & magnets) Comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces. Exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that</p>	<p>A lasting legacy (forces & animals inc humans) Carry out fair tests to determine which designs are the most effective. Explore resistance in water. Design and make products that use levers, pulleys, gears and/or springs and explore their effects. Identify the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Invasions (properties & changes of material) Carry out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' Compare materials in order to make a switch in a circuit. Observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. Research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p>Earth and beyond (earth & space & living things & their habitats) Compare the time of day at different places on the Earth. Create simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as</p>

	<p>What would you find in the deep, blue sea? Children will know some important processes and changes in the natural world, including states of matter. Children will know about the season of Summer and its characteristics</p>	<p>(weather & seasons) Making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this Leaders & legacies(electricity, light & sound) Observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit. Finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. Make and play their own instruments by using what they have found out about pitch and volume. York glorious York (Animals including humans, & plants) Comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. Draw and discuss their ideas about the digestive system and compare them with models or images. Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; Observing the different stages of plant life cycles over a period of time, observing how water travels up the stem to the flowers. Eureka! (states of matter) Grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream. Research the temperature at which materials change state observe and record evaporation over a period of time</p>	<p>astronomical clocks. Using classification systems and keys to identify some animals and plants in the immediate environment. Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. A change in time (electricity & light) Systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. Deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. Investigate the relationship between light sources, objects and shadows by using shadow puppets. Our local history (evolution & inheritance) Observe and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers. What a wonderful world (Animals Inc. humans and living things and their habitats) Research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times. observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>
<p>Powerful Knowledge</p>	<p>What makes us special? I know that Autumn is one of the four seasons. I know that in Autumn the leaves on deciduous trees change colour and fall off. In Autumn the weather becomes cooler and wetter. Do we all celebrate the same things? I know that a conker has a hard, green, spikey shell. I know that hibernation means an animal sleeps during winter and wakes up in spring. I know that some animals migrate to warmer countries in winter. What is in the sky? I know that Winter is one of the four seasons. I can describe some weather features commonly seen in winter.</p>	<p>Who are you? (animals inc humans) I know animals have similarities and differences I know the parts of the human body Inside the toybox (materials) I know the properties of different materials. I know that materials can be sorted based on their properties. Once upon a story (plants) I know the parts of plants I know which trees are deciduous and evergreen. I know plants are not always the same e.g.</p>	<p>School of Rock (animals including humans, & rocks) Name skull, jaw, humerus, radius, ulna, spine, pelvis, femur, tibia and fibula that make up their skeleton, Can describe how muscles and joints help them to move. Can state that to be healthy we need to eat at least 5 portions of a variety of fruit and vegetables every day, starchy foods like potatoes, bread, rice or pasta. have some dairy or dairy alternatives, eat some beans, pulses, fish, eggs, meat and other protein. to give us the correct amount of these nutrient. Can name chalk, limestone, granite, basalt, sandstone, flint, slate, shale, marble and give physical features of each including A fossil is formed when a living organism (such as a plant or animal) dies and is quickly buried</p>	<p>A lasting legacy (forces & animals inc humans) I know the effect of gravity acting on an unsupported object. I know what friction, water resistance and air resistance are. I know how pulleys, levers and gears work. I know what the parts of the circulatory system do. I know the impact of diet, exercise, drugs and lifestyle on the way their bodies function Invasions (properties & changes of material) I know the properties of materials, for example, how bricks, wood, glass and metals are used in buildings. I know what dissolving means. I know some simple reversible and non-reversible changes to materials, giving examples. Earth and beyond (earth & space & living things & their habitats) I know the movement of the Earth and Moon. I know the rotation of the Earth and how this</p>

<p>I know that camouflage means to be disguised or hidden against something. I know that a predator is an animal that wants to eat another animal.</p> <p>Who's afraid of the Big Bad Wolf? I can identify what material objects from my local environment are made out of. I know that a plant needs air, sun and water to grow. I know how to plant a seed. I know that Spring is one of the four seasons. I can describe some weather features commonly seen in Spring.</p> <p>Where in the world do you live? I can name 3 different minibeasts. I can describe the minibeast habitats in our local environment. I can explain how bees are an important part of the natural world.</p> <p>What would you find in the deep, blue sea? I know that Summer is one of the four seasons. I can describe some weather features commonly seen in Summer. I can explain the difference between floating and sinking.</p>	<p>leaves and stems may not be green</p> <p><u>Inside the castle walls (weather & seasons)</u> I know the four seasons I know when in the year they occur</p> <p>I know which weather is associated with different seasons</p> <p><u>Totally Locally (York) weather & seasons)</u> I know the four seasons I know when in the year they occur</p> <p>I know which weather is associated with different seasons</p> <p><u>Fire Fire (materials)</u> I know which material is suitable or not suitable for a purpose.</p> <p>I know that materials change shape (flexible, rigid, stretchy, stiff) I know materials that do not change shape.</p> <p><u>Iceberg Ahead (habitats)</u> I know what is living, dead and never lived I know what a food chain is. I know why a habitat is suited to an animal or plant e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty.</p> <p><u>Art attack! (animals inc humans)</u> Animals, including humans, have offspring which grow into adults, using the appropriate names for the stages I know the basic needs of animals, including humans, for survival I know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><u>Buzzing! (plants)</u> I know plants grow from seeds and bulbs I know plants that grow well in different conditions</p> <p><u>Beside the seaside (habitats)</u> I know what is living, dead and never lived I know what animals eat.(foodchain) I know why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty.</p>	<p>by sediment (such as mud, sand or volcanic ash). Soils are made from rocks and also contain living/dead matter. <u>The jungle run! (plants & habitats)</u> Can name living things living in a range of habitats, giving the key features that helped them to identify them. Can give examples of how an environment may change both naturally and due to human impact. Can use classification keys to help group, identify and name a variety of living things in their local and wider environment. I know to see an object, they see light reflecting, or bouncing, off that object. This light enters the eye. Dark is the absence of light. It is dangerous to view the sun directly and state precautions used to view the sun, for example in eclipses. Shadows are formed when an opaque object or material is placed in the path of rays of light. <u>All creatures great and small(forces & magnets)</u> Can give examples of forces in everyday life. Can give examples of objects moving differently on different surfaces. Can name a range of types of magnets and show how the poles attract and repel. <u>Leaders & legacies(electricity, light & sound)</u> Can name the components in a circuit and can make electric circuits. Can control a circuit using a switch. Can name some metals that are conductors (Copper, Brass, Steel, Gold, and Aluminium) and some materials that are insulators (plastic, wood, glass and rubber) Can name sound sources and state that sounds are produced by the vibration of the object. Can state that sounds travel through different mediums such as air, water, metal. Can give examples of how to change the volume of a sound e.g. increase the size of vibrations by hitting or blowing harder. <u>York glorious York (Animals including humans. & plants)</u> The digestive system is a long, twisting tube that starts at the mouth and goes through the oesophagus, stomach, small intestine, large intestine and ends at the anus Can point to the three different types of teeth in their mouth (canine, molar and incisor) and talk about their shape and what they are used for. Can name producers, predators and prey within a habitat. Producers make their own food from sunlight, water, and air. Plants are the main producers. Predators hunt and eat other animals. Prey is the name for an animal that is hunted or eaten by another animal. Can explain the function of the parts of a</p>	<p>causes day and night. I know the five vertebrate groups and some of the invertebrate groups and their characteristics. <u>A change in time (electricity & light)</u> I know the brightness of bulbs, can be changed by increasing or decreasing the number of cells or using cells of different voltages. I know light travels in straight lines either from sources or reflected from other objects into our eyes. I know how light travels in straight lines past translucent or opaque objects to form a shadow of the same shape. We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes <u>Our local history (evolution & inheritance)</u> I know how plants and animals are suited to an environment. I know how an animal or plant has evolved over time e.g. penguin, peppered moth. I know what the theory of evolution is. <u>What a wonderful world (Animals Inc. humans and living things and their habitats.)</u> I know changes take place in boys and girls during puberty. A baby changes physically as it grows. Humans change and develop from birth to old age. I know the life cycles of different animals. I know what sexual and asexual reproduction is.</p>
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Key Vocabulary	<p>Same, different, season, autumn, autumnal, acorn, branch, fir cone, harvest, colourful, rusty, crunchy, rustling, cool, wind, rain, conker , shell, evergreen, deciduous, hibernating, hedgehogs, winter, cold, frosty, icy, snow, migration Season, winter, chilly, icicle, melting, frozen, woods, pond, Hob Moor, camouflage, predator, prey, nest, habitat, wood, metal, plastic, rubber, seed, compost, plant, growth, shoot, root, leaf, flower, water, nutrient, soil, oxygen, Minibeast, insect, wing, shell, antennae, caterpillar, ladybird, spider, beetle, earthworm, bee, hive, pollen, nectar, honey, Queen Bee, colony, drone, worker. Sunlight, warm, bright, sunshine, holiday floating, sinking, heavy, light, sunk</p>	<p>Animals- Birds, fish, amphibians, reptiles, mammals and invertebrates, Carnivores, herbivores, omnivores Meat, plants Human body parts Animal body parts Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue Types of materials: wood, plastic, glass, metal, Properties of materials: hard/soft, stretchy/not stretchy Verbs associated with materials: crumble, squash, bend, stretch, twist Habitats, micro habitat Trees –e.g. deciduous, evergreen, ash, birch, beech, Wild flowering plants Garden plants Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal Weather (sunny, rainy, windy, snowy etc.) • Seasons (winter, summer, spring, autumn) Temperature Degrees Celsius Thermometer Stages of life –baby, toddler, child, teenager, adult Life processes – growth, nutrition (feeding), respiration (breathing is part of this) Hygiene – clean, wash, germs Foods – healthy, grow, strong, energy</p>	<p>School of Rock (animals including humans, & rocks) Nutrition, Diet, Vitamins, minerals, fats, proteins and carbohydrates. Functions of skeletons Names of rocks – Chalk, limestone, granite, basalt, sandstone, flint, slate, shale, marble Types of rock – Sedimentary, metamorphic, igneous. Types of minerals – Calcite, feldspar, topaz, diamond, talc, corundum Properties of rocks – Hard/soft, permeable/impermeable Processes – Heat, pressure, erosion, transportation, deposition, melt, solidify Size of rocks – Grain, pebbles Rock describing words – Crystals, layers Early areas of land – ondwana, Pangea Land formations – Plates, volcanoes, mountains, valleys The jungle run! (plants & habitats) Habitat, micro habitats- Pond, meadow, log pile, woodland, river, lake, beach etc. Trees - deciduous, evergreen, ash, birch etc Wild flowering plants Garden plants Invertebrates – snail, slug, woodlouse, spider, beetle, fly, etc Pond animals – pond skater, water slater, ramshorn snail, etc Simple comparisons: dark, dull, bright, very bright Comparative vocabulary: brighter, duller, and darker Superlative vocabulary: brightest, dulllest, and darkest Opaque, translucent, transparent Shadow – block, absence of light Reflect – bounce, mirror, reflection See – light source Sun – sunset, sunrise, position All creatures great and small (forces & magnets) Magnets – bar and horseshoe Attract, repel North and south poles Magnetic Magnetic field Leaders & legacies (electricity, light & sound)</p>	<p>A lasting legacy (forces & animals inc humans) Types of forces: gravity, friction, air resistance, upthrust, weight Measuring forces: Newton meter, Newtons (N) Particles Surface area Push, pull Balance Mass – grams and kilograms Mechanical devices – gears, levers, pulleys, springs Circulatory system – heart, blood, veins, arteries, pulse, clotting Diet – balanced, vitamins, minerals, proteins, carbohydrates, sugars, fats Drugs – caffeine, nicotine, alcohol, cannabis, cocaine, heroine Lifestyle – healthy Invasions (properties & changes of material) Thermal conductivity – thermal conductor, thermal insulator Electrical conductivity – electrical conductor, electrical insulator Dissolving – Solvent, solution, solute, soluble, insoluble, solid, liquid, particles, suspensions Separating materials – Sieve, filter, evaporate, condense Earth and beyond (earth & space & living things & their habitats) Day and night - Earth, axis, rotate Solar system – Star = Sun, Planets = Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto was classified as Dwarf planet in 2006) Phases of the Moon - full moon, gibbous moon, half moon, crescent moon, new moon, waxing ,waning Moon's orbit: 29.5 days, lunar month Orbit, planets, revolve, sphere Animals – amphibians, reptiles, birds, mammals, insects, fish Animal development – egg, larva, pupa, nymph, adult, metamorphosis Parts of a flower – petal, stamen (anther + filament), carpel (stigma + style + ovary + ovule) Processes – pollination, fertilisation, germination</p>

			<p>Electricity-Appliances: fridge, freezer, TV, computer, iron, kettle, etc Series circuit Components: battery, bulb (lamp), bulb (lamp) holder, buzzer, crocodile clip, leads, wires, switch. Describing words: brighter, duller, slow, fast, quiet, loud Conductor, insulator Effects of electricity: Light, sound, movement, heat. Switches – open, close_Ways to create sound – bang, blow, shake, and pluck Loudness – quiet, quieter, quietest, loud, louder and loudest Pitch - low, lower, lowest, high, higher</p> <p><u>Leaders & legacies(electricity, light & sound)</u> Ways to create sound – bang, blow, shake, and pluck Loudness – quiet, quieter, quietest, loud, louder and loudest Pitch - low, lower, lowest, high, higher, and highest Vibrations Source</p> <p><u>York glorious York (Animals including humans. & plants)</u> Digestive system –, oesophagus, stomach, acid, small intestine Protein, vitamin, mineral, carbohydrate, fats, energy, growth, repair. Saliva Teeth – Incisors, canines, premolars, molars Function Foodchain – producer, consumer, predator, prey Trees - deciduous, evergreen, ash, birch, beech, rowan, common lime, oak, sweet chestnut, horse chestnut, apple, willow, sycamore, fir, pine , holly, etc Wild flowering plants - cleavers, coltsfoot, daisy, dandelion, garlic mustard, mallow, mugwort, plantain, red clover, self heal, shepherd’s purse, sorrel, spear thistle, white campion, white deadnettle and yarrow. Garden plants – crocus, daffodil, bluebells, etc Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs Parts of a flower – petal, stamen (anther + filament), carpel (stigma + style + ovary + ovule) Processes – pollination, fertilisation, germination <u>Eureka! (states of matter)</u> States of matter - Solid, liquid and gas Examples of gases (at room temperature and pressure) – Oxygen, hydrogen, helium, carbon dioxide, methane Examples of liquids (at room temperature and pressure) – Water, milk, juice, petrol, oil Examples of solids (at room temperature and pressure) –Wood, rocks, metal, plastic, glass, wool, leather, etc Processes – Melting, condensation, evaporation, solidifying, freezing Water cycle Water vapour Steam Heating Cooling</p>	<p><u>A change in time (electricity & light)</u> Electricity, Volts Series circuit Components: battery, bulb (lamp), bulb (lamp) holder, buzzer, crocodile clip, leads, wires, switch Describing words: brighter, duller, slow, fast, quiet, loud Conductor, insulator Resistance Effects of electricity: Light, sound, movement, heat Simple comparisons: dark, dull, bright, very bright Comparative vocabulary: brighter, duller, and darker Superlative vocabulary: brightest, dullest, and darkest Opaque, translucent, transparent Shadow – block, absence of light Reflect – bounce, mirror, reflection See – light source Sun – sunset, sunrise, position <u>Our local history (evolution & inheritance)</u> Evolution, evolve Natural selection Survival Reproduction Offspring, parents, siblings Environment Variation Fossils; ammonites, belemnites, micrasters, etc <u>What a wonderful world (Animals Inc. humans and living things and their habitats.)</u> Puberty – the vocabulary to describe sexual characteristics - Animals – amphibians, reptiles, birds, mammals, insects, fish - Animal development – egg, larva, pupa, nymph, adult, metamorphosis - Parts of a flower – petal, stamen (anther + filament), carpel (stigma + style + ovary + ovule) - Processes – pollination, fertilisation, germination</p>
<p>Long Term Planning Link</p>	<p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	<p>Cycle A Autumn term: Animals, Materials Spring Term: living things and their habitats Summer Term: Plants All year: Seasonal Changes</p>	<p>Cycle A Autumn term: Animals inc humans, rocks Spring Term: Plants & habitats Summer Term: forces & magnets</p> <p>Cycle B</p>	<p>Cycle A Autumn term: Forces, Animals inc humans, Spring Term: properties & changes of material Summer Term: Earth & space, Living things & their habitats</p>

	<p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Cycle B</p> <p>Autumn term: Materials</p> <p>Spring Term: Animals inc humans, living things and their habitats</p> <p>Summer Term: Plants</p> <p>All year: Seasonal Changes</p>	<p>Autumn term: electricity/light & sound</p> <p>Spring Term: Animals inc humans, plants</p> <p>Summer Term: states of matter</p>	<p>Cycle B</p> <p>Autumn term: electricity & light</p> <p>Spring Term: evolution & inheritance</p> <p>Summer Term: Animals Inc. humans and living things and their habitats</p>
<p>Enrichment/ Personal Development</p>	<p>What is in the sky? - Birds of Prey Workshop</p> <p>Where in the world do you live? - Visit to Askham Bryan Wildlife Centre</p> <p>What would you find in the deep, blue sea? - The Deep</p> <p>Fortnightly Forest School sessions</p> <p>Science week</p>	<p>Who are you? -Local visits- pond, church etc</p> <p>Toybox-Katherine workshops</p> <p>Once upon a story- Theatre company come to school- Lenpen</p> <p>Inside the castle walls – visit to a Conisbrough castle</p> <p>Totally locally- visits to the local library, pond, knavesmire, church</p> <p>Fire Fire- burning of Pudding Lane assisted by the fire brigade, Workshops from Katherine</p> <p>Iceberg ahead- titanic workshops</p> <p>Art attack- art workshops, visit from an artist</p> <p>Buzzing – trip to Howsham Mill, Visit from a beekeeper</p> <p>Seaside – Trip to Scarborough – sea life Centre</p> <p>Science week</p>	<p>Rivers 2U</p> <p>MAGMA</p> <p>Nature day</p> <p>Science week</p>	<p>Cycle A</p> <p>Autumn- heart dissection</p> <p>Summer- planetarium visit</p> <p>Cycle B</p> <p>Spring- University workshop about DNA</p> <p>Summer- coastal trip</p> <p>Science Weeks</p>