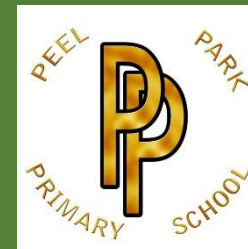


Science at Peel Park (Scheme - White Rose)



Autumn Term 1 & 2 - 03.09.26 to 18.12.26

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Marvellous Mel How can we take care of our teeth? Lesson Sequence: LI: Teeth L1: I can name the equipment I use to brush my teeth. L2: I can understand the role of a dentist. L3: I can recall how to brush my teeth. L4: I can talk about why we brush our teeth.	What are the 5 senses and what part of my body do I use for them? Lesson Sequence: LI: The human body L1: To identify, name and label parts of the human body. L2: To identify that eyes are associated with sight. L3: To identify that ears are associated to sound.	What are the needs for survival? Lesson Sequence: LI: Animals' needs for survival L1: To identify the needs of mammals. L2: To identify different types of birds and what they need to survive. L3: To classify and group fish. L4: To identify amphibians and their needs.	What are fossils and where did they come from? Lesson Sequence: LI: Fossils and soils L1: To identify what a fossil is and how it is formed. L2: To explore and group fossils. L3: To explore different types of soils and understand the importance of it. L4: To plan a soil experiment. L5: To investigate soil.	How can I classify animals and plants? Lesson Sequence: LI: To group and identify living things. L1: To group and classify animals. L2: To explore vertebrates and invertebrates. L3: To group plants. L4: To identify and use classification keys. What is the difference between solids, gasses and liquids?	What is friction and air resistance? Lesson Sequence: LI: Forces L1: To explore the effects of friction. L2: To explore the impact of air resistance. L3: To plan and carry out a parachute experiment. L4: To plan and carry out a water resistance experiment. L5: To explore gravity.	What is adaptation? LI: Adaptations L1: To identify how animals have adapted over time. L2: To identify how plants have adapted over time. L3: To understand the process of evolution. L4: To research Charles Darwin. L5: To understand natural selection. L6: To explore Darwin's finches. What is the difference

LI: Senses L1: I can identify my 5 senses. L2: I can explore my sense of smell. L3: I can explore my sense of sight. L4: I can explore my sense of touch. L5: I can explore my sense of hearing. L6: I can explore my sense of taste. Celebrate Good Times. How do we know it's Autumn? LI: Autumn Season L1: I can say that autumn is a season. L2: I can talk about the changes	L4: To identify that taste is associated with the tongue L5: To identify that the skin helps us to sense touch. L6: To identify that the nose helps us to sense smell. What changes happen in different seasons? LI: Seasonal changes L7: To identify changes in autumn and gather data What are materials made from and used for? LI: Materials L1: To identify objects are made from different materials.	L5: To identify reptiles and their needs. L6: To identify a human's needs for survival. How does plastic impact our planet? LI: Plastic L7: To investigate the helpfulness and harmfulness of plastic. L8: To explore how we can reduce plastic in school. What are the key features of a healthy lifestyle? LI: Humans L1: To describe the importance of exercise. L2: To understand a balanced diet.	L6: To evaluate my experiment. What are different types of rocks and what are their properties? LI: Rocks L5: To identify and group rocks. L6: To test rock strength and permeability. L7: To carry out a rock survey in the local area. How do diets vary and how can we reduce food waste? LI: Nutrition and diet L1: To compare and classify food groups. L2: To compare and recognise diets. L3: To analyse animal diets. L4: To explore food waste and how we can reduce it.	LI: States of matter. L5: To explore solids, liquids and gasses. L6: To compare different types of solids, liquids and gasses. How can I test states of matter? LI: States of matter. L1: To observe how some materials change states when heated or cooled. L2: To make accurate measurements. L3: To plan a melting experiment. L4: To carry out a melting experiment. L5: To understand the water cycle. L6: To plan an evaporation experiment.	L6: To explore levers, pulleys and gears. What planets are in the solar system and how do they move? LI: Space L1: To research the solar system. L2: To explore different planets in the solar system. L3: To describe the movement of the Earth and other planets. L4: To research different ideas over time. L5: To explore the Earth's movements. L6: To describe the movement of the Moon.	in inheritance and characteristics? LI: Variation L4: To understand variation in offspring. L5: To identify the differences in inheritance and characteristics. How can I test voltage in a circuit? LI: Electricity L1: To construct and draw series circuits. L2: To identify complete and incomplete circuits. L3: To explore variations within circuits. L4: To plan and carry out a voltage experiment. L5: To research renewable energy and how it is used. L6: To have a renewable energy debate.
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in autumn and observe them. L3: I can talk about different events that are celebrated in autumn.	L2: To identify different types of rock. L3: To explore objects that can be made from different materials. L4: To investigate melting and freezing. L5: To investigate floating and sinking. L6: To investigate absorbency. What changes happen in different seasons? LI: Seasonal changes L7: To identify changes in winter and gather data	L3: To understand the importance of hygiene. L4: To identify how to keep teeth healthy. What are the properties of materials? LI: Materials L5: To locate and identify different materials. L6: To understand the physical properties of cardboard, wood and paper. L7: To compare brick and rock and their uses.	L7: To carry out an evaporation experiment.	What is global warming? LI: Global Warmin L7: To investigate global warming and the impact it has o living things.
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Spring Term 1 & 2 - 06.01.27 to 25.03.27

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Traditional Tales Which material is best? Lesson Sequence: LI: Materials L1: I can learn the names of different materials. L2: I can explore different materials. L3: I can talk about the properties of different materials. L4: I can use the knowledge that I have learnt to design and build a bridge for the Gingerbread Man to cross. L5: I can test my bridge and evaluate my structure. LI: Ice Experiment L1: I can use my senses to describe	What are the needs of plants? Lesson Sequence: LI: Planting A L1: To identify what a plant needs to grow in winter. How are animals different? LI: Animals L2: To classify mammals. L3: To group birds. L4: To classify and group fish. L5: To identify amphibians. L6: To identify features of reptiles. L7: To compare herbivores, omnivores and carnivores.	What do we use different materials for? Lesson Sequence: LI: Materials continued. L1: To compare glass and plastic and their uses. L2: To identify the uses of metal and its properties. L3: To compare natural and human made fabrics. L4: To explore how objects can be made from different materials. L5: To carry out a bend, squash twist and stretch test. L6: To plan and carry out a waterproof experiment	What is a skeleton and why is it important? Lesson Sequence: LI: Skeletons L1: To identify and name bones in the human body. L2: To explore the functions of the skeleton. L3: To identify bones in a range of animals. L4: To classify animals with and without a spine. L5: To compare skeletons. L6: To classify joints. L7: To explore how we move. What are different light sources and how do shadows form? LI: Light L1: To identify natural and	What are the elements of sound? Lesson Sequence: LI: Sound L1: To explore the link between vibrations and sound. L2: To identify parts of the ear and how they help us to hear. L3: To investigate sounds. L4: To explore volume. L5: To explore pitch. L6: To plan and carry out a volume experiment. What is a circuit and how can conductors and insulators be tested? LI: Electricity. L1: To group common appliances that use electricity.	What are effective materials to use for insulation and conduction? Lesson Sequence: LI: Properties of materials L1: To investigate properties of materials. L2: To investigate electrical conductivity. L3: To plan an experiment on insulation. L4: To carry out and evaluate the experiment on insulation. How do lifecycles differ? LI: Lifecycles L5: To compare the lifecycles of mammals to amphibians.	How does light help us to see? Lesson Sequence: LI: Light L1: To explore light and how we see. L2: To explore shadow formation. L3: To plan and carry out a shadow experiment. L4: To understand refraction. L5: To research light pollution and how to reduce it. L6: To create a persuasive piece of writing on light pollution. What is the circulatory system? LI: The circulatory system
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the frozen characters. L2: I can make a prediction. L3: I can plan my experiment to say how we will melt the ice to save the character. L4: I can observe the changes to the ice. This is Africa How can animals survive in the wild? LI: Habitats L1: I can say what a habitat is. L2: I can identify different habitats found in Kenya. L3: I can compare the African Savanna to our town Accrington.	What can I do to take care of the planet? LI: Caring for the planet. L1: To look at why it is important to care for the planet. L2: To explore ways we can care for the planet. What changes happen in different seasons? LI: Seasonal changes L3: To identify changes in spring and gather data What are the needs of plants? LI: Planting B L4: To observe and analyse changes over time.	Do all plants grow in the same conditions? LI: Plants (light and dark) L1: To group and classify plants. L2: To identify parts of a plant. L3: To identify what plants need to grow. L4: To plan an experiment to test what plants need to grow. L5: To investigate plants and what they need to grow.	artificial light sources. L2: To understand the dangers of the sun and how we can protect ourselves. L3: To understand how we see. L4: To investigate opaque, translucent and transparent. L5: To plan and carry out an investigation on shadows.	L2: To build and draw series circuits. L3: To identify and correct errors within circuits. L4: To explore conductors and insulators. L5: To investigate conductors and insulators.	L6: To compare the life cycles of insects and birds. What changes occur as we age? LI: Animals including humans L1: To describe the changes in humans as they develop to old age. L2: To describe and compare changes that have occurred since birth. L3: To compare and classify changes during puberty. L4: To identify changes of adults and the elderly. L5: To compare lifespans and gestation periods of mammals.	L1: To identify the main parts of a circulatory system. L2: To describe ways in which nutrients and water are transported. L3: To identify the parts and function of the heart. L4: To understand oxygenated and deoxygenated blood. L5: To dissect a heart.
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L4: I can talk about the desert. L5: I can name animals found in Kenya. L6: I can talk about the features of some animals in Kenya and how they help them to survive different habitats. LI: Nature Nook L1: I can identify and talk about the change in weather. L2: I can identify signs of spring.	L5: To plant seeds and make predictions of changes to come					
Summer Term 1 2 12 04 27 to 20 07 27						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
At the Bottom of the Garden What living things are in our environment? Lesson Sequence:	What are the different plants in my area? Lesson Sequence: LI: Plants	What are habitats and why are they different? Lesson Sequence: LI: Living things and their habitats.	What are the functions of a plant? Lesson Sequence: LI: Plants	What is energy and how can we reduce our usage? Lesson Sequence: LI: Energy	What are the key elements of reproduction? Lesson Sequence: LI: Reproduction	How does diet and drugs effect our How does diet and drugs effect our lifestyle? Lesson Sequence:

LI: Minibeasts L1: I can say what a minibeast is. L2: I can identify different habitats where I can find minibeasts. L3: I can compare two habitats. L4: I can talk about the life cycle of a frog. How do things grow from a seed? LI: Nature Nook L1: I can identify a plant and a flower. L2: I can say what a plant needs. L3: I can plant a seed. (Sunflower and cress.) L4: I can talk about what will happen as the plant grows.	L1: To identify parts of a flowering plant. L2: To identify parts of a tree. L3: To name and describe wild and garden plants. L4: To name plants in my local area. L5: To explore deciduous and evergreen trees. L6: To identify different trees in my local area. Where does food come from? LI: Growing and cooking. L1: To understand where food comes from. L2: To taste and evaluate different	L1: To explore and identify habitats in my local area. L2: To explore and compare polar and desert habitats L3: To explore ocean habitats. L4: To explore woodland and micro habitats. L5: To explore the link between habitats and diet. & To research food chains. L6: To identify living, dead or never alive objects. What is a lifecycle? LI: Plants (Bulbs and seeds) L1: To explore and compare bulbs and seeds.	L1: To understand parts of a plant and their functions. L2: To plan an experiment to explore what plants need to grow. L3: To investigate how water is transported within plants. L4: To compare different types of seeds. L5: To explore reproductive plants and the life cycle. L6: To identify different ways seeds can be dispersed. What are forces? LI: Forces. L1: To explore push and pull forces.	L1: To research energy and how can we reduce our usage. What are classification keys and how can we use them with habitats? LI: Habitats L2: To research habitats. L3: To use classification keys group living things in the local and wider environment. L4: To research the human impact on habitats. What is the impact of deforestation? LI: Deforestation L5: To understand deforestation and explore the impacts of it. What are food chains and how do we impact them?	L1: To understand sexual reproduction in mammals. L2: To identify the reproductive parts in plants. L3: To describe pollination. L4: To explore asexual reproduction. L5: To observe over time which parts of a plant are best for cloning. How does plastic impact our planet? LI: Plastic Pollution L6: To research plastic pollution and the impact it has on the planet. L7: To create a persuasive piece of writing for a debate on the use of plastic.	LI: Diet, drugs and lifestyle L1: To recognise the impact diets can have on our bodies. L2: To research the impact of drugs and cigarettes on the body. L3: To plan and carry out a heart rate experiment. What is the difference in inheritance and characteristics? LI: Variation L4: To understand variation in offspring. L5: To identify the differences in inheritance and characteristics. How is Mary Anning linked to fossils? LI: Fossils L6: To explore and explain how fossils are formed. L7: To research Mary Anning.
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L5: I can talk about the changes. Ships Ahoy! How can I make my boat float? LI: Floating and Sinking L1: I can say what floating and sinking mean. L2: I can make a prediction - which treasure will float? Sink? L3: I can carry out an experiment. L4: I can recap my knowledge on materials. L5: I can design my own boat. L6: I can test my boat and evaluate my design, reflecting on my choices.	fruit and vegetables. L3: To observe changes over time. L4: To create a plant-based meal using ingredients I have grown. What changes happen in different seasons? LI: Seasonal changes L5: To identify changes in summer and gather data L6: To compare the main changes in each season.	L2: To identify what plants need to grow. L3: To plan a fair test and plant bulbs and seeds. L4: To understand that offsprings grow into adults. L5: To explore lifecycles. L6: To identify if there are any patterns in lifecycles of different animals.	L2: To explore friction and plan an experiment. L3: To carry out an experiment on friction. L4: To explore the properties of a magnet. L5: To investigate magnetic and non-magnetic materials. L6: To explore biodiversity and how we can increase it in our local area.	LI: Food Chains L6: To identify and interpret food chains. L7: To draw food chains and explore what would happen if they were affected. How does diet link to teeth? LI: The digestive system. L1: To compare carnivore and herbivore teeth. L2: To identify different types of teeth in humans and their simple functions. L3: To understand mouth hygiene. L4: To plan and carry out a tooth decay experiment. L5: To describe the function of the digestive system.	What are reversible and irreversible changes? LI: Reversible and irreversible changes L1: To investigate dissolvable substances L2: To identify how to separate material L3: To investigate solutions and evaporation. L4: To identify reversible changes. L5: To identify irreversible changes (burning). L6: To identify irreversible changes (acid) What are the key elements of reproduction? LI: Reproduction L7: To gather findings and interpret data.	How do I carry out an investigation and evaluate my findings? LI: Themed Project L7: To carry out an investigation and evaluate findings. Who is Carl Linnaeus and how did he organise living things? Lesson Sequence: <u>LI: Living things and their habitats</u> L1: To identify the conditions for life. L2: To group organisms. L3: To classify animals. L4: To classify plants. L5: To explore microorganisms. L6: To classify microorganisms. L7: To research Carl Linnaeus.
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Nature Nook L1: Light and Dark L1: I can say what a shadow is. L2: I can develop an understanding of light and its effect. L3: I can observe how moving an object in front of a light source changes the shadow. L4: I can create my own shadow, exploring spatial awareness, shape and size.				L6: To create a model of the digestive system. L7: To evaluate the tooth decay experiment.	
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