

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A (Peaslake Cycle A is Kapow Cycle B)	<p>Animals, sensitive bodies</p> <p>Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.</p>	<p>Materials – everyday materials</p> <p>Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.</p>	<p>Animals including humans</p> <p>Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart.</p>	<p>Materials – uses</p> <p>Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions.</p>	<p>Living things and their microhabitats</p> <p>Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer.</p>	<p>Making connections</p> <p>Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.</p>
CYCLE B (Peaslake Cycle B is Kapow cycle A)	<p>Plants</p> <p>Venturing outside, children identify</p>	<p>Forces and space, seasonal change</p>	<p>Living things and their habitats</p> <p>Considering the life</p>	<p>Animals including humans, life cycles and</p>	<p>Plant growth</p> <p>Carrying out comparative tests,</p>	<p>Making connections</p> <p>Bringing together</p>

	<p>and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts.</p>	<p>Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job.</p>	<p>processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter.</p>	<p>health</p> <p>Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices.</p>	<p>pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment</p>	<p>pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.</p>
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