

Theme 1	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)	<u>Our World</u> Plants Seasonal Changes	<u>Our World</u> Plants (Y1 & Y2 Objectives to be covered over the term)	<u>Our World</u> 1. Plants 2. Rocks	<u>Our World</u> 1. Space 2. Evolution and Inheritance
Question (based on specific components of knowledge and	What food can we grow? What happens to the trees throughout the year?	How do plants grow?	How do plants reproduce? How are rocks formed into fossils?	How does Earth compare to other planets in our Solar System? Why do living things evolve over time?
Vocabulary (progressive – so what are the new words?)	Leaf, Flower, Sun, Water, Stem, Plant, Growth Hot, Cold, Light, Dark, Spring, Summer, Autumn, Winter, Wind, Rain, Cloud, Snow, Fog	Common plant, Wild plant, Garden plant, Tree, Deciduous, Evergreen, Flowering, Root, Trunk, Seed, Bulb, Bud, Temperature, Germination, Reproduction	Nutrients, Transportation, Pollination, Dispersal, Life Cycle Sedimentary, Metamorphic, Igneous, Organic, Volcanic, Permeable, Non-permeable, Porous, Non-porous, Grains, Crystals, Fossils	Solar system, Celestial body, spherical, rotation, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, 'dwarf' planet, orbit, revolve, geocentric model, heliocentric model, sundials, astronomical offspring, vary, non-identical, variation, evolution, adaption, inheritance, adapt, advantageous/disadvantageous, palaeontologists
Working Scientifically Assessment (progressive)	TAPs Assessment Tasks: 'Scavenger Sort'	TAPs Assessment Tasks: Plants: Structure Plants: Compare Growth	TAPs Assessment Tasks: Plants: 'Measuring Plants' and 'Function of Stem' Rocks: Rock Reports	TAPs Assessment Tasks: Space: Craters Evolution: 'Fossil Habitat' and 'Egg Strength'
Opportunities in the Local Environment	Nature Reserve	Nature Reserve	Nature Reserve Kents Cavern	Planetarium Visit - Space Odyssey @Bristol Planetarium Nature Reserve
Theme 2	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)	<u>Materials</u> Everyday Materials	<u>Materials</u> Everyday Materials (Y1 Objectives to be covered)	<u>Materials</u> 1. Electricity 2. States of Matter P1	<u>Materials</u> Electricity
Question (based on specific components of knowledge and	What are objects made of?	How can we group and sort different materials?	How does electricity power a light bulb? What are the properties of a solid, liquid and gas?	How does voltage affect the brightness of a bulb?

Vocabulary (progressive – so what are the new words?)	Fast, Slow, Smooth, Rough, Bumpy, Material, Wood, Plastic, Metal, Paper, Fabric, Soft , Hard	Object, Properties, Man-made, Natural, Hard, Soft, Malleable, Non-malleable, Waterproof, Non-waterproof, Opaque, Transparent, Absorbent, Non-absorbent, Brittle, Rigid, Shiny, Dull, Rough, Smooth, Stretchy, Squashy	Appliances, Circuit, Cell, Wire, Bulb, Buzzer, Danger, Insulators, Conductors, Switch Solid/solidify, Iron, Melt, Freeze, Liquid, Evaporate, Condense, Gas, Changing State, heated, cooled, Degrees celsius, Thermometer	voltage, brightness, volume, series circuit, motor, symbols.
Working Scientifically Assessment (progressive)	TAPs Assessment Tasks: 'Butter' and 'Frozen Balloons'	TAPs Assessment Tasks: Materials: 'Reflection Tests' and 'Floating and Sinking'	TAPs Assessment Tasks: Electricity: 'Conductors' States of Matter: 'Drying Materials'	TAPs Assessment Tasks: Electricity: 'Bulb Brightness'
Opportunities in the Local Environment				
Theme 3	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)	<u>Living Things</u> 1. Animals including Humans 2. Living things and their habitats	<u>Living Things</u> Animals including Humans (Y1 & Y2 Objectives to be covered over the term)	<u>Living Things</u> Animals including Humans (Y3 & Y4 objectives to be covered over the term)	<u>Living Things</u> Animals including Humans (Y5 & Y6 Objectives to be covered over the term)
Question (based on specific components of knowledge and	How do my senses help me explore the world around me? What lives in our gardens?	How can different animals be grouped?	What happens to food when we've eaten it?	What happens to us as we get older?
Vocabulary (progressive – so what are the new words?)	Animal names, Family, Friend, Parents, Brother, Sister Grow, alive, dead, desert, jungle	Amphibian, Reptile, Mammal, Invertebrate, Vertebrate, Carnivore, Herbivore, Omnivore, Skeleton, Bone, Offspring, Reproduce, Survival, Growth, Hygiene, Exercise	Nutrition, Skeleton, Muscle, Joint, Socket, Ligament, Bend, Flex, Digest, Saliva, Incisor, Canine, Pre-molar, Molar, Wisdom Teeth, Enzyme, Esophagus, Stomach, Transports, Absorbs, Small intestine, Large intestine, Rectum, Anus, Vitamins, Acid, Producer, Consumer (Secondary, Tertiary), Predator, Prey	Development, Puberty, Gestation, Mass, Internal Organs, Heart, Lungs, Liver, Kidney, Brain, Skeletal, Muscular, Circulatory System, Blood Vessels, Diet, Exercise, Drugs, Lifestyle, Nutrients, Water, Damage, Alcohol, Substances
Working Scientifically Assessment (progressive)	TAPs Assessment Tasks: Animals: 'Brown Apples', 'Taste Test' Living: 'Incy Wincy Spider Shelter'	TAPs Assessment Tasks: Animals: 'Animal Classification,' 'Body Parts' and 'Hand Spans'	TAPs Assessment Tasks: Animals: 'Investigating Skeletons' and 'Teeth (eggs) in Liquids'	TAPs Assessment Tasks: Animals: 'Growth Survey' and 'Heart Rate'

Opportunities in the Local Environment	Nature Reserve Life Cycles?			
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Theme 1	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme (overarching e.g Tudors)	<u>Our World</u> 1. Plants 2. Seasonal Changes	<u>Our World</u> Seasonal Changes	<u>Our World</u> 1. Forces & Magnets 2. Light	<u>Our World</u> 1. Forces & Magnets 2. Light
Question (based on specific components of knowledge and	What food can we grow? What happens to the trees throughout the year?	What changes occur between Spring and Summer?	What types of materials are magnetic? How does light from the sun create shadows?	How do different types of forces affect gravity? How do we see light?
Vocabulary (progressive – so what are the new words?)	Leaf, Flower, Sun, Water, Stem, Plant, Growth Hot, Cold, Light, Dark, Spring, Summer, Autumn, Winter, Wind, Rain, Cloud, Snow, Fog	Weather, Equinox, Sunrise, Sunset, Dusk, Dawn, Day, Night, Temperature, Wet, Dry, Wind, Hot, Cold, Thermometre, Degrees	Friction, Magnetic, Pole, Positive , Negative, Attract, Repel Reflection, Surface, Shadow, Light Source, Natural light, Absence, Opaque, Transparent	gravity, air resistance, water resistance, accelerate, decelerate, direction, brake mechanism, pulley, gear, spring, gravitation, Galilei, Newton travels, straight lines, source, periscope, rainbow, filters
Working Scientifically Assessment (progressive)	TAPs Assessment Tasks: 'Scavenger Sort'	TAPs Assessment Tasks: Seasonal: 'Seasonal Change'	TAPs Assessment Tasks: Forces: 'Shoe Grip' and 'Strongest Magnet' 'Cars down Ramps' 'Balloon Rockets' Light: 'Making Shadows'	TAPs Assessment Tasks: Forces: 'Spinners' and 'Aquadynamics' Light: 'Investigating Shadows'
Opportunities in the Local Environment	Nature Reserve			
Theme 2				
Theme (overarching e.g Tudors)	<u>Materials</u> Everyday Materials	<u>Materials</u> Everyday Materials (Y2 Objectives)	<u>Materials</u> 1. Sound 2. States of Matter P2	<u>Materials</u> Properties and changes of materials
Question (based on specific components of knowledge and	What are objects made of?	How does a surface affect how an object moves?	How do we hear sound? How can water be a solid, a liquid and a gas?	How can different materials be changed?
Vocabulary (progressive – so what are the new words?)	Fast, Slow, Smooth, Rough, Bumpy, Material, Wood, Plastic, Metal, Paper, Fabric, Soft , Hard	Translucent, Waterproof, Non-waterproof, Squashing, Bending, Twisting	Vibrate/vibration/vibrating, Medium, Hear, Sound, Volume, Pitch,	properties, solubility , transparency, dissolve, solution , solute, separate, separating, filtering, sieving,

			Faint/fainter, Loud/louder, String, Percussion, Woodwind, Brass, Insulate Water cycle, Evaporation, Condensation, Temperature, Melting, Water vapour	evaporating, reversible changes, irreversible, chemical, opaque, translucent, rusting, residue
Working Scientifically Assessment (progressive)	TAPs Assessment Tasks: 'Butter' and 'Frozen Balloons'	TAPs Assessment Tasks: Materials: 'Waterproof' and 'Rocket Mice'	TAPs Assessment Tasks: Sound: 'Investigating Pitch' and 'String Telephones' States of Matter: 'Measure Temperature'	TAPs Assessment Tasks: Materials: 'Dissolving', 'Nappy Absorbency', 'Insulation Layers', 'Sugar Cubes' and 'Champion Tapes'
Opportunities in the Local Environment				
Theme 3				
Theme (overarching e.g Tudors)	<u>Living Things</u> 1. Animals including Humans 2. Living things and their habitats	<u>Living Things</u> Living things and their habitats (Y1 & Y2 Objectives to be covered over the term)	<u>Living Things</u> Living things and their habitats (Y3 & Y4 Objectives to be covered over the term)	<u>Living Things</u> Living things and their habitats (Y5 & Y6 Objectives to be covered over the term)
Question (based on specific components of knowledge and	How do my senses help me explore the world around me? What lives in our gardens?	Is an animal's habitat important habitat important for their survival?	How does deforestation and plastic in the oceans affect living things?	How can different animals be classified?
Vocabulary (progressive – so what are the new words?)	Animal names, Family, Friend, Parents, Brother, Sister Grow, alive, dead, desert, jungle	Habitat, Microhabitat, Interdependent, Dependent, Food chain, Predator, Prey, Energy	environment, flowering non-flowering, vertebrate, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, human impact.	micro-organisms, classification
Working Scientifically Skills, Assessment and Vocabulary (progressive)	TAPs Assessment Tasks: Animals: 'Brown Apples', 'Taste Test' Living: 'Incy Wincy Spider Shelter'	TAPs Assessment Tasks: Living things: 'Woodlice Habitats' and 'Nature Spotters'	TAPs Assessment Tasks: Living things: 'Local Survey'	TAPs Assessment Tasks: Living things: 'Life Cycle Research', 'Outdoor Keys' and 'Invertebrate Research'
Opportunities in the Local Environment	Nature Reserve Life Cycles?	Nature Reserve	Nature Reserve	Nature Reserve