







Also refer to individual subject progressions







## Year R

YR	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry theme	All About Me	Lights and Lanterns	Superheroes	It's a Bug's Life	Under the Sea	Sing a Rainbow
Enquiry Engagement Question	Why am I special?	How is light special in our celebrations?	Who does a super job to help me?	How do minibeasts help our garden?	How can creatures live under the sea?	How can the weather change?
Writing	To entertain Narrative To inform Labels/ captions   Invitations	To entertain Narrative	To entertain Narrative	To entertain Narrative To inform Instructions   Recount	To inform Fact file	To entertain Narrative To inform Report
Exceptional Futures : I am a...						
Science	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding	Explore the natural world around them, making observations and drawing pictures of animals and plants. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding	Explore the natural world around them, making observations and drawing pictures of animals and plants. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding	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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding
History	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
Geography		Understand some important processes and changes in the natural world around them, including the seasons		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 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 Understand some important processes and changes in the natural world around them, including the seasons



Also refer to individual subject progressions







## Year 1

Y1	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry theme	Knowing Me, knowing You	Nativity/ Fairy Tales- remastered – Literacy focus	Bandages and Bravery	Turrets and Tiaras	Glorious Gardens	Wacky Weather
Enquiry Engagement Question	How can we be similar, yet different?	Do fairy tales always have a happy ending?	What makes someone brave?	What makes a good castle?	How does your garden grow?	Is the weather always the same?
Writing	To inform Captions To inform/ To entertain Captions   Narrative	To entertain Narrative	To entertain Narrative To inform Non-chronological report	To inform Letters To entertain Letters   Narrative	To entertain Narrative To instruct Instructions	To entertain Narrative   Poetry To inform Recount
Exceptional Futures : I am a...						
Science	Animals Including Humans – our bodies  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. <b>BU EYFS NEXT Y2 T3</b>	Animals Including Humans – animals  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) <b>BU EYFS NEXT Y2 T3</b>	Building with 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 on the basis of their simple physical properties. <b>BU EYFS NEXT Y2 T1, T2</b>	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 on the basis of their simple physical properties. <b>BU EYFS NEXT Y2 T1, T2</b>	Plants  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <b>BU EYFS NEXT Y2 T4</b>	Seasonal Changes  Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>BU EYFS NEXT- no specific</b>
	It's All About Me <b>NEXT Y5 T2</b>  Changes within living memory Significant historical events, people and places in their own locality <b>BU EYFS NEXT Y2 T3</b>		Nurturing Nurses <b>NEXT Y2 T3</b>  The lives of significant individuals in the past who have contributed to national and international achievements. <b>NEXT Y2 T3</b>		Local Study <b>NEXT Y6 T1</b>  Significant historical events, people and places in their own locality Royal Berkshire Hospital history.	
Geography		Home Sweet Home <b>NEXT Y1 T4</b>  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>New NEXT Y1 T4</b> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>BU EYFS NEXT Y1 T4</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <b>New NEXT Y2 T6</b> Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map <b>New NEXT Y2 T4</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <b>BU EYFS</b>		London's Calling <b>BU Y1 T2; NEXT Y2 T1</b>  Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. <b>BU Y1 T2 NEXT Y2 T1</b> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>BU Y1 T2</b> Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. <b>New NEXT Y2 T1</b>		Whirling Weather <b>NEXT Y2 T6</b>  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>NEXT standalone</b>



Also refer to individual subject progressions







## Year 2

Y2	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry theme	The Chocolate Teapot	The Great Fire of London	Fly Me to the Moon/ Voyagers to the New World	Little Shop of Horrors	Africa – linked with Deadly 60	Africa – linked with Deadly 60
Enquiry Engagement Question	Why would you choose to use a chocolate teapot?	Was the Fire of London great?	Why are explorers important?	What helps or hinders plant growth?	What is so deadly about the 'Deadly 60'?	How is Africa similar or different to the UK?
Writing	To entertain Narrative	To entertain Narrative To inform Non-chronological report   Diary	To entertain Narrative To inform Non-chronological report   Letter	To entertain Narrative To inform Instructions   Recount	All- writing moderation	To entertain Narrative   Poetry To inform Non-chronological report
Exceptional Futures : I am a...						
Science	<b>Playground Games</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>BU Y1 T3, T4 NEXT Y3 T5</b>	<b>Building a Playhouse</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>BU Y1 T3, T4 NEXT Y3 T5</b>	<b>Animals Including Humans</b> Notice that animals, including humans, have offspring which grow into adults Find out about and 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. <b>BU Y1 T1, T2 NEXT Y3, T4</b>	<b>Plants</b> 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. <b>BU Y1 T5 NEXT Y3 T1, T2</b>	<b>Living Things and Their Habitats – habitats and chains</b> Explore and compare 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 microhabitats 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. <b>BU Y1 T2 NEXT Y4 T1, T3</b>	
		<b>London's Burning</b> <b>NEXT Y6 T2, T3</b> Events beyond living memory that are significant nationally or globally Lives of significant historical figures who have contributed to national and international achievements <b>BU Y1 T3</b>	<b>Extraordinary Explorers</b> <b>BU Y1 T3 NEXT Y3 T2, T3; Y4 T3, T4</b> Lives of significant individuals in the past who have contributed to national and international achievements <b>BU Y1 T3 Y2 T2</b>		<b>Reach for the Skies</b> <b>BU Y1 T1; Y2 T3 NEXT Y6 T5</b> Lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally	
Geography	<b>You're in Europe</b> <b>BU Y1 T4; NEXT Y2 T4; Y3 T1</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>BU Y1 T2 and T4</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <b>BU Y1 T4</b>			<b>Wonderful World</b> <b>BU Y2 T1; NEXT Y3 T1</b> Locational knowledge: name and locate the world's seven continents and five oceans <b>New Next Y2 T6</b> Geographical skills and fieldwork: use simple compass directions and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map <b>BU Y1 T2</b>		<b>Coming to Kenya</b> <b>BU Y1 T6; NEXT Y4 T3</b> Locational knowledge: name and locate the world's seven continents and five oceans <b>BU Y2 T4</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <b>New</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <b>BU Y1 T2</b>









Also refer to individual subject progressions

## Year 3

Y3	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry theme	From Field to Plate Food, Glorious Food		The Stone Age to the Iron Age		May the Force Be With You	
Enquiry Engagement Question	Why does farming matter?		What secrets are hidden in the stone?		What impact does force have on an object?	
Writing	To entertain Narrative To instruct Instructions To inform Diary	To inform Recount   Non-Chronological report To entertain Poetry	To entertain Poetry   Narrative To inform Explanation text	To entertain Setting description To inform Diary   Letter	To inform Recount   Non chronological report To entertain Narrative	To inform Non-Chronological report   Explanation   Recount
Exceptional Futures : I am a...						
Science	Plants – parts of a plant 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 BU EYFS, Y2 T4, T5, T6 NEXT Y4 T1, T3	Plants – seed dispersal Explore the part that flowers play in The life cycle of flowering plants, including pollination, seed formation and seed dispersal. BU Y2 T4, T5, T6 NEXT Y4 T1, T3	Rocks 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. BU Y2 T1, T2 NEXT Y6 T5, T6	Animals Including Humans 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. BU Y2 T3 NEXT Y4 T4	Forces and Magnets 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. BU EYFS, T4, Y2 T1, T2 NEXT Y5, T3	Light 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 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. NEXT Y4, T5; Y6 T3
	Timeline building and key knowledge recap	Flint, Fire and Forage BU Y2 T3 NEXT Y3 T6, Y4 T4 Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Tribe Tales BU Y2 T3 NEXT Y3 T6, Y4 T4 Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture			Ancient Egyptians BU Y2 T3, Y3 T2, T3 NEXT Y4 T1, T3, T4; Y5 T6 The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
Geography	Countries, Counties and Cities to See! BU Y2 T4; NEXT Y4 T3 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America New – comparison BU KS1 NEXT Y3 T4 Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water BU KS1 NEXT Y3 T5			What's Beneath Our Feet? BU new; NEXT Y3 T5 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities BU Y2 T6 NEXT Y4 T6 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America BU Y3 T1 NEXT Y4 T6 Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes BU KS1 NEXT Y3 T5 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world BU Y1 T4 NEXT Y4 T3	Shakes and Quakes BU Y3 T4; NEXT Y4 T2 Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water BU Y3 T1 NEXT Y4 T2 Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes BU Y3 T4 NEXT Y4 T2	









## Year 4

Y4	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry theme	It's all Greek to me!	Sound – Good Vibrations!	Rainforests	The Romans	Wired!	A River Runs Through It
Enquiry Engagement Question	What is the legacy of/ what have we learnt from the Greeks?	How does sound travel?	How can we protect our rainforests?	Why was the Roman Empire important?	How do we get powered?	Why is water important?
Writing	To entertain Narrative: Myths To instruct Instructions To inform Recount	To inform Non chronological report   Explanation   Letter	To inform Persuasion   Recount- diary To entertain Narrative	To discuss Discussion To inform Reports- newspaper To entertain Plays	To entertain Narrative To inform Non-chronological report To discuss Discussion	To inform Explanation To entertain Narrative- description   Poetry
Exceptional Futures : I am a...						
Science	Living Things and Their Habitats – groupings/classification	Sound	Living Things and Their Habitats – environmental	Animals Including Humans	Electricity	States of Matter
	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. <b>BU Y2 T5, T6NEXT Y6 T2</b>	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. <b>BU standalone NEXT standalone</b>	Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey. <b>BU Y2 T5, T6 NEXT KS3</b>	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. <b>BU Y3 T4NEXT Y5 T6</b>	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. <b>BU Y3 T6NEXT Y6 T4</b>	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. <b>BU Y2 T1, T2NEXT Y5 T1, T2</b>
History	Groovy Greeks <b>BU Y3 T2, T3, T6 NEXT Y4 T3, T4</b>		Rampaging Romans and Vicious Vikings <b>BU Y3 T2, T3, T6; Y4 T1 NEXT Y5 T6</b>		Timeline building and key knowledge recap	
	Ancient Greece a study of Greek life and achievements and their influence on the western world		Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.			
Geography		Moving Mountains <b>BU Y3 T4; NEXT Y5 T1</b>	Spectacular Spain <b>BU Y3 T1; NEXT Y5 T4</b>			Amazing Amazon <b>BU Y4 T3; NEXT Y5 T5, Y6 T1</b>
		Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>BU Y3 T5 NEXT Y5 T1</b> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>BU Y3 T5 NEXT Y4 T3</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>BU Y4 T4 NEXT Y5 T4</b>	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>BU Y4 T2 NEXT Y4 T6</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <b>BU Y3 T4 NEXT Y6 T4</b> <b>Autumn</b> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <b>BU Y4 T2</b>			Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>BU NEXT Y5 T1</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America the UK and a region within North or South America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>BU Y4 T3 NEXT Y6 T5</b>









## Year 5

Y5	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry theme	The Wild, Wild West	Hubble Bubble, Boil and Trouble!	The Mystery of the Mayans	Super Space	Island Life	The Awesome Saxons
Enquiry Engagement Question	When was the west wild?	How do materials change?	Why were the Mayans mysterious?	How would you survive in space?	What is life like on an island?	Who were the Saxons?
Writing	To inform Persuasive   Explanation To entertain Narrative	To entertain Plays: Extracts from Macbeth To instruct Instructions To inform Explanation	To inform Reports   Recount- diary To entertain Narrative	To inform Reports- newspaper   Non chronological To instruct Instructions	To entertain Narrative: Fiction from our heritage To inform Recount   Explanation	To inform Explanation To entertain Narrative- description   Poetry
Exceptional Futures : I am a...						
Science	<b>Properties of material and reversible changes</b> 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. <b>BU Y4 T6NEXT KS3</b>		<b>Forces and Gravity</b> 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 <b>BU Y3 T5NEXT KS3</b>	<b>Earth and Space</b> 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. <b>BU standalone NEXT standalone</b>	<b>All Living Things and Their Habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. <b>BU Y4 T1, T3NEXT Y6 T2</b>	<b>Animals Including Humans</b> (changes linked to puberty – short unit) Describe the changes as humans develop to old age. <b>BU Y4 T4NEXT Y6 T1</b>
	<b>Off With Her Head</b> <b>BU Y1 T1; Y4 T3, T4 NEXT Y5 T6</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		<b>Mysterious Maya</b> <b>BU Y3 T6; Y4 T3, T4 NEXT KS3</b> A non European society that contrasts with British History Mayan civilisation c AD 900			<b>Anglo Saxons</b> <b>BU Y3 T6; Y4 T3, T4 NEXT Y6 T2, T3</b> Britain's settlement by Anglo-Saxons and Scots Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture
Geography	<b>Rivers</b> <b>BU Y4 T2; NEXT Y6 T3</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>BU Y4 T6 NEXT Y5 T4</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>BU Y4 T6 NEXT Y6 T2</b>			<b>Cool Coasts</b> <b>BU Y4 T6; NEXT Y6 T3</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>BU Y4 T6 NEXT Y5 T5</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>BU Y5 T1 NEXT Y6 T5</b>	<b>Field to Fork</b> <b>BU Y4 T6; NEXT Y6 T5</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <b>BU Y4 T6</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>BU Y5 T4</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>BU Y5 T4 NEXT Y6 T5</b>	



## Year 6

Y6	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry theme	Reading- Urbanisation	Extreme Earth	For So Many; By So Few- A lasting legacy		The Circle of Life	Impactful Industry
Enquiry Initial Engagement Question	How has Reading evolved over time and why?	Why do some areas have extreme natural incidents?	How can conflict be positive?		What impact can I have on the ‘survival of the species’?	How did inventions widen our world?
Writing	To inform Persuasive   Report- newspaper   Explanation	To inform Non- chronological report   Explanation To entertain Narrative	To inform Formal letter To persuade Persuasive To instruct Instructions	To entertain Narrative To discuss Discussion To inform Non chronological report	All genres for writing moderation	To discuss Debate /discursive To entertain Poetry
Exceptional Futures : I am a...						
Science	Animals Including Humans	Living Things and Their Habitats	Light	Electricity	Evolution and Inheritance	
	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 describe the ways in which nutrients and water are transported within animals, including humans BU Y5 T6NEXT KS3	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. BU Y5 T5NEXT KS3	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. BU Y3 T6NEXT KS3	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. Develop electrical circuits and investigate how they can be altered by introducing new things. BU Y4 T5NEXT KS3	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. BU Y3 T3, Y5 T6NEXT KS3	
History	Local Study BU Y1 T5 NEXT Y6 T2, T3	Woeful WWII and War at Home BU Y2 T2 NEXT Y6 T5			Mills, Money, Mayhem BU Y2 T5 NEXT KS3	
	A local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history			A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history	
Geography	Green Planet BU Y4 T6; NEXT KS3		Blue Planet BU Y5 T1 and T4; NEXT KS3		Overheating World BU Y5 T5; NEXT KS3	
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world BU Y4 T3 Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle NEXT Y6 Summer	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America BU Y4 T6 NEXT Y6 Summer		Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle BU Y6 Autumn Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America BU Y6 Spring		

