

**Larch, Beech, Willow (years 1 and 2) - 2024/25**

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Driver</b>	<b>PSHE and History</b>		<b>Science</b>		<b>Geography</b>	
<b>TOPIC NAME</b>			<b>Magnificent Materials</b>			
<b>KEY QUESTION</b>			<b>Which materials would be best to build a house?</b>			
<b>Science</b>	<b>Biology My Body</b>	<b>Biology Identifying Animals</b>	<b>Physics Everyday Materials</b>	<b>Physics Exploring Everyday Materials</b>	<b>Biology Identifying Plants</b>	
<b>Working Scientifically (ongoing development):</b>	Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;					

**Maple, Woodlands, Chestnut (years 3 and 4) - 2024/25**

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Driver</b>						
<b>TOPIC NAME</b>						
<b>KEY QUESTION</b>						
<b>Science</b>	<b>Biology Health and Movement</b>	<b>Physics Circuits and Conductors</b>	<b>What do Scientists do?</b>	<b>Biology How plants grow</b>	<b>Biology Rocks, Fossils and Soils</b>	<b>Chemistry States of Matter</b>
<b>Working Scientifically (ongoing development):</b>	<i>Recording data; Identifying scientific evidence; Setting up simple practical enquiries, comparative and fair tests; Report and present findings; Use results to draw simple conclusions, make predictions, suggest improvements; take accurate measurements using a range of equipment.</i>					

**Sycamore, Elm and Oak Class (year 5 and 6) - 2024/25**

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ENQUIRY DRIVER</b>	<b>PSHE then Geography</b>		<b>History</b>		<b>Science</b>	<b>History</b>
<b>TOPIC NAME</b>					<b>Blood Heart</b>	
<b>KEY QUESTION</b>					<b>Is it possible for a heart to break?</b>	
<b>Science</b>	<b>Physics</b> <b>Changing Circuits</b>	<b>Biology</b> <b>Evolution and Inheritance</b> Great British Scientists : Anning, Wallace and Darwin's Evolution (3)	<b>Physics</b> <b>Seeing Light</b>	<b>Biology</b> <b>Classifying Organisms</b> David Attenborough	<b>Biology</b> <b>Healthy Bodies</b>	
<i>Working Scientifically (ongoing development):</i>	<b>Working Scientifically (ongoing development):</b> Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;					

**Larch, Beech, Willow (years 1 and 2) - 2025/26**

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Driver</b>	<b>PSHE then History</b>		<b>Geography</b>		<b>Science</b>	
<b>TOPIC NAME</b>					<b>Four legged Friends</b> Eco - Endangered animals/deforestation	
<b>KEY QUESTION</b>					<b>How can we protect endangered friends?</b>	
<b>Science</b>	<b>Biology</b> <b>Seasonal Changes</b>		<b>Biology</b> <b>Identifying Habitats</b>	<b>Biology</b> <b>Growing Plants</b>	<b>Biology</b> <b>Pets and Gardens</b>	<b>Biology</b> <b>Growth and Survival</b>
<i>Working Scientifically (ongoing development):</i>	<b>Working Scientifically (ongoing development):</b> Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;					

**Maple, Woodlands, Chestnut (years 3 and 4) - 2025/26**

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Driver</b>	<b>PSHE then Geography</b>		<b>History</b>	<b>Geography</b>	<b>History</b>	
<b>TOPIC NAME</b>						
<b>KEY QUESTION</b>						
<b>Science</b>  <i>Working Scientifically (ongoing development):</i>	<b>Biology</b> <b>Living In</b> <b>Environments</b>	<b>Science</b> <b>Eating and</b> <b>Digestion</b>	<b>Physics</b> <b>Light and Shadow</b>	<b>Physics</b> <b>Changing Sound</b>	<b>Physics</b> <b>Forces and</b> <b>Magnets</b>	<b>Physics</b> <b>Great British</b> <b>Scientists :</b> Newton 's Laws (1) Newton Colour and Light(2) Flemings Antibiotics (5)
<b>Recording data; Identifying scientific evidence; Setting up simple practical enquiries, comparative and fair tests; Report and present findings; Use results to draw simple conclusions, make predictions, suggest improvements; take accurate measurements using a range of equipment.</b>						

**Sycamore, Elm and Oak Class (year 5 and 6) - 2025/26**

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ENQUIRY DRIVER</b>	<b>PSHE then Geography</b>		<b>History</b>	<b>History</b>	<b>History</b>	<b>Science</b>
<b>TOPIC NAME</b>						<b>Stargazer</b>
<b>KEY QUESTION</b>					<b>What affect does the sun and moon have on the Earth?</b>	
<b>Science</b>  <i>Working Scientifically (ongoing development):</i>	<b>Chemistry</b> <b>Properties and</b> <b>Changes in</b> <b>Materials</b>	<b>Physics</b> <b>Forces in Action</b> Great British Scientists: Gears (6)	<b>Biology</b> <b>Life Explorers</b> <b>Changes, Growth and Reproduction</b>		<b>Physics</b> <b>Earth and Space</b> Great British Scientist : Hawking, Black Holes and Gravity (4)	
<b>Working Scientifically (ongoing development): I identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;</b>						