MTP Autumn 24 25 26 27	Question	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Hazel	Who am I?	Senses Body Sight Hearing Taste Smell Touch Bones Muscles Features Exercise Types of food	**AH** Know the names of the different parts of the body and demonstrate this by drawing and labelling them	**AH** Know the 5 senses and which part of the body they link to **AH** Describe the importance for humans of exercise, eating the right amount of different types of food	**SE5** Asking simple questions Ask questions about the senses. Know how to find answers to their questions in a range of ways Eg internet, books, testing.	**SE3** Performing simple tests. Set up a simple test. Find the answer to a question by testing. Record their results. **SE4** Using their observations to suggest answers. Use their observations and test results to reach a conclusion.
Juniper	Where do I belong?	Skeleton Muscles Protection Movement Support Teeth Incisor Canine Premolar molar	**AH** Identify that humans have skeletons and muscles for support, protection and movement	**AH** Identify the different types of teeth and their simple functions	Asking relevant questions and using different types of scientific enquiries to answer them	Setting up simple practical enquiries, comparative and fair tests
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Hazel	Could all animals live in	Amphibians Birds	**LH** Know the differences between	**AH** The names of common	**SE1** Observe closely Look	**SE4** Using their observations

	the same place?	Fish Mammals Reptiles Living Dead Life processes Habitat Depend Carnivore Herbivore Omnivore Food chain Food sources	things that are living, dead and things that have never been alive. **LH** Know that animals live in habitats to which they are suited. **LH** Know how different habitats provide for the basic needs of different kinds of animals. **LH** Know how animals depend on each other LH6 Know animals get their food from plants and other animals	animals including fish, amphibians, reptiles, birds and mammals **AH** The names of some common carnivores, herbivores and omnivores. **AH** Similarities and differences between different types of animals including pets. **AH** Animals have offspring that grow into adults	closely at a range of different animals. **SE2** Identifying and classifying Group animals based on different criteria – e.g. appearance, diet and habitat.	and ideas to suggest answers to questions. Answer the enquiry question giving reasons.
Juniper	What would happen if the sun stopped shining?	Organisms Life processes Respiration Sensitivity Reproduction Excretion Nutrition Habitat Extinct Environment Endangered species Classification Vertebrates Invertebrates	Children know: LH1 That living things can be grouped in a variety of ways. LH2 That classification keys can help to group, identify and name a variety of living things in their local environment. LH3 That environments can change and that	Children know: AH1 Animals, including humans, cannot make their own food. They get their nutrition from what they eat. AH2 About simple food chains AH2 how to identify producers, predators and prey.	Is (insert chosen forest) forest only home to squirrels and birds? SE2 Go on a trip to your chosen forest to look at all the different wildlife that live there. SE3 & 5 Document what you find at the forest through photographs,	SE4 Group animals by where they live in the forest. SE6 Create a diorama (a 3d model of a landscape) showing the different layers of the forest and the animals that live in different places; on the forest floor, in the tree trunks, on top of the

		Specimen Characteristic	this can sometimes pose dangers to living things.		drawings etc.	trees.
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Hazel	How is life different for children across the world?	Object Material Hard Soft Stretchy Shiny Dull Rough Smooth Habitats Animals Plants	The names of different materials, including wood, metal, plastic, glass, stone, brick and can talk about how we use these materials in our world. About the similarities and differences, strengths and weaknesses of different materials and can group them based on these qualities. Buildings are built using a variety of materials.	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	Observing closely using equipment Look closely at the different materials using equipment such as magnifying glasses.	Identify and classify Group materials based on things such as their properties and best materials for building. Perform simple tests Test the strength of different materials
Juniper 1st half term	Does light only travel in straight lines?	Light source Reflection Incident ray Reflected ray The law of reflection Refraction Visible Spectrum Prism Shadow	L1 that light appears to travel in straight lines L2 how to apply the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	L3 that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. L4 How to apply the idea that light travels in straight lines to	SE1 Set up an investigation to explore how mirrors allow light to travel round corners (plain, convex, concave)	SE3 Attempt to make light move through a simple maze SE5 Explain reasons for the placements of mirrors and use conclusions to help answer the big question

		Transparent Translucent		explain why shadows have the same shape as the objects that cast them		
Juniper 2nd half term	How do whales hear over long distance?	Vibration Soundwave Volume Amplitude Pitch Ear Particles Distance Soundproof Absorb Vacuum Eardrum	LS6 How sounds are made and that some of them come from vibrations. LS7 That vibrations from sounds travel through a medium to the ear. LS8 That there are patterns between the pitch of a sound and features of the object that produced it.	LS9 That there are patterns between the volume of a sound and the strength of the vibrations. LS10 That sounds get fainter as the distance increases.	SE2 Set up a test to explore pitch. Put different amounts of water in bottles and blow across the top to hear the pitch. SE6 Children put the bottles in order of pitch and try to explain what they notice.	SE8 Can they identify any patterns? SE9 Children use what they have learnt about sound to explain their findings
MTP Autumn 25 26 27 28	Question	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Hazel	How do humans survive?	Develop Adult Life cycle Offspring Survival Young Diet Disease Germs Nutrition Pulse Healthy Exercise Hygiene	AH4 That humans have offspring that grow into adults. AH5 The basic needs of a human for survival.	AH6 That exercise, eating the right amounts of food and hygiene are important to stay healthy.	SE5 Asking simple questions. Ask questions about germs and find out answers through books, the internet, and testing.	SE3 Perform simple tests. Set up a test where pupils have glitter mixed with washing up liquid on their hands and then get on with their lesson. Later on, look for the glitter around the

Juniper 1st half term	Why are skeletons so important?	Vertebrate Invertebrate Muscles Tendons Joints Healthy Nutrients Energy Saturated fats Unsaturated fats Producer Predator Prey Herbivore Carnivore Omnivore Digest Oesophagus Stomach Rectum Small intestine Large intestine	AH Animals, including humans, cannot make their own food. They get nutrition from what they eat. AH Understand and use food chains and can identify producers, predators and prey	AH The different types of teeth humans have and their uses. AH Humans and some animals have skeletons and muscles for support, protection and movement. AH Describe the simple functions of the basic parts of the digestive system in humans	SE set up simple practical enquiries, comparative and fair tests Making systematic and careful observations and where, appropriate, taking accurate measurements, using a range of equipment	Record using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
Juniper 2nd half term	What is magnetic?		Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract	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 2 poles	Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair test Gathering, recording, classifying and	Using results to draw simple conclusions, make predictions Using straightforward scientific evidence to answer questions or to support their findings

			some materials and not others	Predict whether 2 magnets will attract or repel each other, depending on which poles are facing	presenting data in a variety of ways to help in answering questions	
MTP Spring 25 26 27 28	Question	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Hazel	Who would you put on a £50 note	Material Properties Suitability Smooth Bendy Waterproof Absorbent Transparent Opaque	EM The names of a variety of materials that are used to make everyday items, including fabrics, elastic, plastic, metal, wood, paper, cardboard EM Objects are made from different materials EM Some materials can be changed squashing, bending, twisting, stretching	EM Materials can be grouped based on their properties EM Why certain materials have been chosen to make items.	Ask simple questions and recognising they can be answered in different ways. Children ask questions about the strength and function of a chosen item to help them think about what qualities their material needs to have	Perform simple tests. Test materials using different criteria to find the most suitable one for the job Gathering and recording data to help in answering to help in answering questions Record how each material coped with each criteria to help them come to a conclusion
Juniper 1st half term	How do toys use electricity to entertain children?	Electricity Generate Renewable Non-renewable Appliances Battery Circuit Series circuit Cell	Common appliances that run on electricity How to construct a simple series electrical circuit and can identify and name parts including cells, wires, bulbs, switches and buzzers	Whether or not a lamp will light in a simple circuit, based on whether the lamp is part of a complete loop with a battery E4 That a switch opens and closes a circuit and links this with whether	Set up a comparative test. Children test different items in a circuit to see if they are conductors or insulators and use this to help them answer the question	Test different materials in a circuit to see if they are conductors or insulators. SE5 Use a table and then a Venn diagram to show results. SE8 What similarities were there

		Wire Bulb Switches Buzzers Conductor Insulator		or not a lamp lights in a simple series circuit E5 Some common conductors and insulators and know that metals are good conductors		between all the conductors? Use their findings to help answer scientific questions
Juniper 2nd half term	Are fossils real?		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 have lived are trapped within rock Recognise that soils are made from rocks and organic matter	Set up a comparative test. Children test different items in a circuit to see if they are conductors or insulators and use this to help them answer the question	Test different materials in a circuit to see if they are conductors or insulators. SE5 Use a table and then a Venn diagram to show results. SE8 What similarities were there between all the conductors? Use their findings to help answer scientific questions
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			strengths and weaknesses of different materials and can group them based on these qualities. Buildings are built using a variety of materials.	habitats, including microhabitats		
Juniper	Where does a river start?	Materials Solids Liquids Gases Melting Freezing Solution Reversible Changes of state Mixture Filtering Evaporating Condensing Conductor Insulator Transparency Solubility Magnetic Plants Roots Stem/trunk Leaves flowers	How to group materials based on their properties (hardness, solubility, transparency, conductivity, response to magnets) The reasons why some materials are used for particular purpose, based on evidence from tests. Some materials dissolve in liquid to form a solution and could recover a substance from a solution. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	That dissolving, mixing and changes of state are reversible and can demonstrate this. That mixtures can be separated through filtering, sieving and evaporating. Some changes result in the formation of new materials and this kind of change is not usually reversible e.g. burning. Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including	Children set up 3 solar stills in different places in the school grounds. Think about the variables. Take regular measurements of the amount of purified water being formed in the solar stills. Record their results using an appropriate graph. Use results to draw conclusion about where to put a solar still.	Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings etc

			Explore the requirements of plants life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	pollination, seed formation and seed dispersal Recognise that environments can change and that this can sometimes pose dangers to living things Recognise that living things can be grouped in a variety of ways		