

WoD 2022-2023

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
SCIENCES Biological Sciences	<p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <ul style="list-style-type: none"> •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. 	<p>Body parts, hygiene, senses, investigation, space, solar system, grouping animals, basic plants, micro habitats</p>	<p>Animals including humans – growth, needs for survival, life cycles, healthy living</p> <p>Animals and their Habitats – living/ dead/ never alive, identify the features of different habitats and the need/ dependency, identify and name plants and animals simple food chains</p> <p>Plants – label plants, observe and describe how seeds/ bulbs grow into mature plants/ testing – essentials required for growth</p>	<p>Plants</p> <p>Animals - nutrition, classification and adaptation.</p> <p>Environment change dangers</p>	<p>Living things</p> <p>Plants Growing and Reproduction of plants</p> <p>Skeletons and muscles –of humans and animals</p> <p>Teeth</p> <p>Ear & sound</p>	<p>Ecosystems -Food chains and food webs & Including life cycle differences between some animals</p> <p>Eye and sight & light</p> <p>Nutrition and digestion</p>	<p>Respiratory system and circulation</p> <p>Puberty</p> <p>Evolution & classifications</p>
Physical and Technological Sciences	<ul style="list-style-type: none"> •Understand some important processes and changes in the natural world around them, including the changing states of matter 	<p>Materials – identify and describe different common materials, materials for clothing in different seasons measurements, common materials</p>	<p>Materials – identify and compare the suitability of material for particular uses, identify and classify the different uses of materials, physical changes</p>	<p>Light</p> <p>Use of a thermometer</p> <p>Rocks – types, erosion fossils and soil</p> <p>Forces & Magnetism</p>	<p>Ear and sound</p> <p>Recycling</p> <p>States of matter</p>	<p>Properties and changes of materials</p> <p>Electricity</p> <p>Energy (including gravitational force)</p>	<p>Forces and movement</p> <p>Global maps and landscapes</p> <p>Natural phenomena</p>
Geographical	<ul style="list-style-type: none"> •Draw information from a simple map.. •Explore the natural world around them. •Describe what they see, hear and feel whilst outside. •Recognise some environments that are different to the one in which they live. •Understand the effect of changing seasons on the natural world around them. <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p>	<p>Seasons and weather</p>	<p>My school, maps and plans</p> <p>Farming and where food comes from</p> <p>7 continents and 5 oceans of the world.</p> <p>4 countries and capital cities of UK</p> <p>Human/ physical features</p> <p>Atlases and simple compasses.</p> <p>Simple field work and maps inc aerial photos,</p>	<p>Local environment around the school – different roles, safe and dangerous places, map the school, locate different places on maps, plan and record routes</p>	<p>My town</p> <p>Rivers - Water Cycle</p>	<p>Climate and Meteorology</p> <p>Landscapes</p>	<p>Space – phases of the moon, galaxies, space phenomena</p> <p>Europe, Continents, Oceans</p>
Historical	<ul style="list-style-type: none"> •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. •Comment on images of familiar situations in the past. •Compare and contrast characters from stories, including figures from the past 	<p>Toys – materials different toys are made of</p>	<p>Daily timetable and basic chronology, where they fit in the timeline.</p> <p>Use a calendar and recognise main events during the year , 4 saints days, 30/11 - St Andrew, 1/3 - St David, 17/3 - St Patrick, 23/4 St George.</p> <p>significant personal dates and events</p> <p>changes within living memory.(technology, how food is farmed?)</p> <p>events beyond living memory that are significant nationally or globally - gunpowder plot, the lives of significant individuals in the past who have contributed to national and international achievements, (Roald Dahl, Guy Fawkes, Sir David Attenbrough, Queen Victoria, Empress Matilda.)</p>	<p>Timelines – 4 generations</p> <p>Understanding what a decade is, family trees, important family events, gifts in the past and now.</p> <p>Ancient Greeks</p> <p>Study of Greek life and achievements</p>	<p>Prehistory</p>	<p>Middle ages</p> <p>Historical timelines & timeline of humans from birth to death</p> <p>Tudors</p>	<p>WW1 - WW2</p> <p>Areas of change and conflict</p> <p>Development of the E.U.</p>

			Seasons(not historical done in year 1 science)				
Socio-cultural	<p>•Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. •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.</p>	Me and others	<p>My school</p> <p>Religious festivals through the Year -Harvest Festival, Roshanah, Sukkot, Diwali, Hanukkah, Christmas, Epiphany, Lunar New Year, Shrove Tuesday, Ash Wednesday, Holi, Ramadan, Passover, Eid-al-Fitr, Eid-al-Adha</p> <p>British Values - Democracy, Individual Liberty, Rule of Law, Mutual Respect, Tolerance of those with different faiths and beliefs</p>	Families past and present Louis Braille	Heritage and society	Environmental awareness	<p>Human rights and the European dimension</p> <p>19th Century Victorians/ Charles Dickens</p>