

World of Discovery Curriculum 2026-2027

SCIENCE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
SCIENCES Biological Sciences	Explore the natural world around them, making observations and drawing pictures of animals and plants. •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.	Body parts, hygiene, senses, investigation, Space and our solar system, Grouping animals, British birds mini project, basic plants - i Identify common native flowering plants, micro habitats	Animals including humans – growth, needs for survival, life cycles, healthy living 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 Plants – label plants, observe and describe how seeds/ bulbs grow into mature plants/ testing – essentials required for growth	Plants Identify, describe the functions of different parts of a plant, requirements of plants for life and growth, water transport in plants, pollination and dispersal, Animals, including humans The right amount of nutrition and where to get it from, identify that they have skeleton and muscles for support, protection and movement	Living things and their habitats Grouping of living things, exploring and using classification keys, recognize environments can change causing danger to living things. Animals, including humans Digestive system, food chains, identifying producers, predators and prey Teeth	Living things Ecosystems Food webs & Including life cycle differences between some animals Timeline of humans from birth to death Nutrition and digestion Recap of Year 4 (basic work of the digestive system, Nutrition	Respiratory system and circulation/Healthy Living Puberty Evolution & classifications
Physical and Technological Sciences	•Understand some important processes and changes in the natural world around them, including the changing states of matter	Materials – identify and describe different common materials, materials for clothing in different Forces - gravity/ air resistance, Investigation - How craters are formed	Materials – identify and compare the suitability of material for particular uses, identify and classify the different uses of materials, physical changes	Light Rocks types, erosion fossils and soil Forces & Magnetism Stream Language: Use of a thermometer	States of matter Solids, gas and liquid, changing state, The Water Cycle Evaporation and Condensation Sound How sounds are made, how sounds travel to the ear, pitch, volume, distance from sound source Electricity Appliances, conductors, insulators	Properties and changes of materials Light Electricity circuits, switches Energy	Forces and movement Space

PROGRESSION IN STATISTICS

PROGRESSION IN PRACTICAL SKILLS

GEOGRAPHY AND HISTORY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Geographical	•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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Seasons and weather Record weather patterns and describe differences between the seasons; • Follow and describe the pattern of a tree through the four seasons.	My school, maps and plans Farming and where food comes from Human/ physical features Atlases and simple compasses. Simple field work and maps inc aerial photos, 7 continents and 5 oceans of the world. 4 countries and capital cities of UK	Local environment around the school including Abingdon different roles, safe and dangerous places, map the school, locate different places on maps, plan and record routes	Towns and Cities Differences between towns and cities, main areas in a city, e.g. Oxford, Rivers Main rivers in England and Europe River as a habitat European Curriculum suggestion: 1 region in the UK and 1 region in a Stream Language country	Climate and Meteorology Landscapes	Global maps and landscapes Natural phenomena Europe, Continents, Oceans
Historical	•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	Toys – materials different toys are made of The Great Fire of London - Timeline, Samuel Pepys	Daily timetable and basic chronology, where they fit in the timeline. 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. significant personal dates and events changes within living memory.(technology, how food is farmed?) events beyond living memory that are significant	Timelines 4 generations Understanding what a decade is, family trees, important family events, gifts in the past and now. Ancient Greeks Study of Greek life and achievements	Prehistory to Iron Ages Timeline of prehistory, The development from hunters and gatherers to farmers, The influence of iron/bronze on the development of humanity, British and European sites of prehistoric interest	Middle ages to Tudors Historical timelines	WW1 - WW2 Areas of change and conflict Development of the E.U.

			nationally or globally - gunpowder plot, the lives of significant individuals in the past who have contributed to national and international achievements, (Roald Dahl, Guy Fawls, Sir David Attenbrough, Queen Victoria, Empress Matilda.) <i>Seasons(not historical done in year 1 science)</i>				
Socio-cultural	<i>•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.</i>	Me and others	My school (British Values) Democracy, Individual Liberty, Rule of Law, Mutual Respect, Tolerance of those with different faiths and beliefs	Families past and present Louis Braille	Heritage and society Cultural heritage (e.g. music, food, religions, traditions) Development of law	Environmental awareness	Human rights and the European dimension 19th Century/Victorians/