Science Curriculum Map from EYFS to Year 6

Children's experiences of Science in the EYFS looks like this:

Communication and Language Development	**At Ladywood School communication and language is threaded throughout our curriculum and underpins everything we do. We provide a communication rich environment that develops listening and attention, understanding and speaking from the very moment our pupils arrive in school. Staff are Elklan trained and work closely with Speech and Language Therapists to ensure that pupils are provided with high quality communication and language support.** • The use of real life objects and first hand experiences to develop meaning and deepening thinking. • Opportunities for pupils' to develop their 'pupil voice' through sharing their opinions and making choices. • A total communication environment and opportunities for pupils' to develop their preferred method of communication including the use of sign-a-long, a range of Alternative and Augmentative Communication (AAC) methods, PECS, and spoken language. • Blank level questioning to invite pupils to share their knowledge and elaborate. • Visual supports such as activity display boards, symbols within the environment, choice boards, visual timetables, and the use of real photos and real objects.
Personal, Social and Emotional development	**PSED curriculum helps our children to develop a positive sense of themselves and others around them enabling them to lead happy and healthy lives. We aim to support our children to become more confident and independent with a strong focus on supporting self-care skills. We build strong, warm and supportive relationships with pupils to ensure that they are able to build attachments, understand their emotions and feel safe.** • A strong emphasis on the skills needed to be successful learners including; turn taking, waiting, co-operating with boundaries, working with peers and engaging in adult-led tasks. • Communication support so that our young learners can share their opinions, develop their own preferences and have a positive sense of self. • An emphasis on modelling and guiding pupils in learning how to look after their bodies, including healthy eating, oral health and manage personal needs as independently as they can. • Opportunities to build on social interaction in order to develop relationships with peers, create friendships and resolve conflicts positively.
Understanding the World	**Our Understanding of the World curriculum supports children in making sense of the world around them. It is important for our pupils to have opportunities to explore their physical world and their community through a range of experiences to increase their knowledge and sense of belonging. Through educational visits and meeting important members of our society we provide first hand experiences to support our pupils in building their understanding of the world around them and also embedding vocabulary.** • Developing our pupils' curiosity by role modelling and expressing enthusiasm when noticing the world around us. • Exploring cause and effect in a range of contexts. • Pupils to develop their understanding of how to care for animals and their environment through practical experiences such as watching caterpillars grown and caring for plants. • Opportunities to develop and enrich pupils' vocabulary through first hand experiences.

The Science Curriculum from Year 1 to Year 6 is broken down into three tiers

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Exploratory Tier	Band B and below	Band B and below	Band B and below	Band B and below	Band D and below	Band D and below
Functional Tier	Band C and Band D	Band C and Band D	Band C – Band F	Band C – Band F	Band E – Band H	Band E – Band H
Core Tier	Band E and Band F	Band E and Band F	Band G and Band H	Band G and Band H	Band I and Band J	Band I and Band J

Yr 1	Me, my friends and I Physical Processes (forces)	This Little Light of Mine Physical Processes (light and sound)	I'll Huff and I'll Puff Materials and their properties	Wild World Life Processes and Living Things (Animals)	If You're Happy and You Know It. Materials and their properties	Let it Grow Life Processes and Living Things (Plants)
Exploratory	**Forces—**focus on physical movements push, pull, fast and slow. LO: To copy different types of movements e.g. spin, slide, stretch, roll, bounce, and kick. LO: To explore different types of movements e.g. push and pull. LO: To explore how different objects/toys move LO: To show a preference for a preferred object or action LO: Explore using wheeled objects on different surfaces. (Push, pull, up, down, fast, slow).	**Light and sound—**observing properties of light and sound—on, off, loud quiet. **Sound** LO: To use a range of instruments to create a sound. LO: To show a preference towards an instrument or sound. LO: To communicate their awareness of changes in sound. **Light** LO: To explore cause and effect through sources of light. LO: To explore light sources around school. LO: To know that certain results produce predictable results.	**Everyday Materials—** explore and match materials. LO: To actively explore a range of materials. LO: To explore a preferred object or material for an extended period. LO: To use a range of actions to manipulate materials (e.g., squash, bend, scrunch, stretch) LO: To show an interest in manipulating materials. LO: To observe a group investigation.	**Animals—explore animals and their habitats.** LO: To explore a preferred toy animal for an extended period. LO: To imitate animal sounds. LO: To copy actions that represent animal movements. LO: To respond to choices by creating a 'desert word mat'. LO: To respond to choices by creating an 'ocean word mat'. LO: To explore habitats.	**Materials—begin to explore material changes.** LO: To copy different types of movements e.g. squash, bend, twist and stretch. LO: To explore different types of movements e.g. squash, bend, twist and stretch. LO: To use a range of actions to manipulate materials e.g. mix, chop, roll, pinch. LO: To show an interest in manipulating materials. LO: To select a material when given a choice of two.	**Plants—** exploring plants LO: To show engagement with an event for an extended period e.g. a flower hunt. LO: To actively explore a range of plants. LO: To show an interest in handling and observing leaves. LO: To explore the parts of plants. LO: To show an interest in a plant investigation.
Functional	LO: To explore different types of movements e.g. spin, slide, stretch, roll, bounce, kick. LO: To explore different types of movements e.g. push and pull. LO: To explore how different objects/toys move LO: To sort objects according to the type of movement. LO: To make wheeled objects move faster by pushing on a smooth surface or down a slope. (Push, pull, up, down, fast, slow).	**Sound** LO: To experience and develop awareness of sounds made with instruments and noisemakers. LO: To match sounds to their sources. LO: To give a positive or negative response towards what they have heard. **Light** LO: To explore a range of light sources. LO: To match pictures to light sources around school. LO: To identify an appliance that uses electricity.	LO: To explore a range of everyday materials (wood, plastic, glass, metal, water and rock). LO: To explore features of a range of everyday materials. LO: To identify a single feature or property of everyday materials. LO: To sort objects and everyday materials according to single features or properties. LO: To make a prediction when testing a range of everyday materials.	LO: To explore a range of animals. LO: To identify and name a range of animals. LO: To match some distinctive features to animals e.g. matching a trunk to an elephant. LO: To explore desert habitats. LO: To explore ocean habitats. LO: To sort animals according to their habitat.	LO: To explore different types of movements e.g. squash, bend, twist and stretch. LO: To change materials by using different types of movements. LO: To observe the changes when materials mixed. LO: To observe the changes when materials are heated. LO: To observe the changes when materials are cooled.	LO: To recognise a flower in a natural environment. LO: To explore plants in an appropriate way. LO: To explore leaves in an appropriate way. LO: To match symbols to parts of plants e.g. flower, leaf. LO: To engage in a plant investigation, using a range of equipment. LO: To observe the changes that has occurred during a plant investigation.
Core	LO: To demonstrate understanding of fast and slow when carrying out different movements e.g. spin, slide, stretch, roll, bounce, kick. LO: To demonstrate different types of movements e.g. push and pull. LO: To observe how a range of objects moves. LO: To investigate and record their findings of what products can be pushed. LO: To investigate and record their findings of what products can be pulled.	**Sound** LO: To explore contrasting properties of sound through music e.g. noisy and quiet, fast and slow. LO: To reproduce contrasting properties of sound through music. LO: To describe changes in sound. **Light** LO: To explore contrasting properties of light e.g. bright/ dark. LO: To begin to make generalisations and record their findings when exploring light sources around school. LO: To sort light sources according to a single criteria e.g. appliances that use electricity/ appliances that don't use electricity.	LO: To identify a range of everyday materials (wood, plastic, glass, metal, water and rock). LO: To identify features of a range of everyday materials. LO: To explore the materials a range of familiar objects is made from. LO: To begin to match objects to the material which they are made from. LO: To test a range of everyday materials and record their findings.	LO: To explore the similarities and differences between a range of animals. LO: To sort animals according to a single criteria. LO: To investigate which footprint belongs to which animal. LO: To demonstrate understanding of the features of desert habitats. LO: To demonstrate understanding of the features of ocean habitats. LO: To create their own habitat.	LO: To demonstrate understanding of different types of movement e.g. squash, bend, twist and stretch. LO: To identify and name different types of movements e.g. squash, bend, twist and stretch. LO: To describe the changes when materials are mixed. LO: To describe the changes when materials are heated. LO: To describe the changes when materials are cooled.	LO: To recognise flowers in a natural environment and record their findings. LO: To closely observe a range of plants and draw their findings. LO: To explore similarities and differences when observing a range of leaves. LO: To identify some features of a plant e.g. flower, stem, leaf. LO: To record a plant investigation. LO: To make a prediction about a plant investigation. LO: To evaluate a plant investigation.
Yr 2	**Physical Processes (forces-floating and sinking)**	**Physical Processes (Light and Sound)**	**Life Processes and Living Things-(plants)**	**Life Processed and Living things (animals)**	**Materials and their properties (Everyday materials)**	**Materials and their properties (Investigating materials)**

Exploratory	**Forces—exploring and observing floating and sinking** LO: To engage in a floating and sinking activity. LO: To indicate what objects are floating or sinking. LO: To sort which objects float or sink, with support. (Read Who sank the boat first) LO: To observe how changes affect objects ability to float. LO: To investigate materials to make a floating boat, with support. LO: To test and record the results of the boat materials, with support.	**Light and sound— observing and describing changes in light and sound** LO: To explore light and sound toys LO: To anticipate repeated sounds and sights when an adult demonstrates a light or sound toy LO: To be able to turn on a preferred piece of light room equipment or a toy LO: to be able to turn off a piece of equipment or toy LO: expresses a preference for a certain piece of equipment in the sensory room,	**Plants— investigating plants** LO: To explore filling and emptying and to plant a bean LO: To engage in a wild plant hunt, exploring the plants by touching and smelling, and listen to the adult as they say the names. LO: To engage in garden plant hunt, and listen to the adult as they say the names. LO: To explore trees and their leaves. LO: To begin to label parts of plants and trees using simple labels, with adult support. LO: To observe and make very simple comments using sign/symbols with adult support	**Animals- mini beasts and life cycles** LO: To engage in a mini beast hunt LO: To choose a range of materials to create a mini beast habitat with support LO: To create a mini beast model by imitating an adults actions (e.g. rolling dough, sticking pipe cleaners into playdough) LO: to engage in a topic related song by imitating actions or sounds (e.g. https://youtu.be/7xyXB8_BetQ) LO: to engage in a butterfly life cycle sensory circuit by copying movements	**Everyday Materials—Identify everyday materials** LO: To actively explore a range of materials LO: To engage in a recycling activity with support LO: To explore different textures of materials LO: To manipulate different materials to create a collage using different textures LO: To engage in a junk modelling activity with support	**Everyday Materials—Identify properties of materials and categories them** LO: To engage in the exploration of waterproof and non-waterproof materials. LO: To begin to explore different types of paper through touch, ripping and scrunching. LO: To engage in the exploration of ways to make paper stronger. LO: To engage in the exploration of absorbency of different papers. LO: To engage in the exploration of which materials are good for boat making.
Functional	LO: To Investigate floating and sinking using a range of materials. LO: To begin to say what is floating or sinking. LO: To record which objects float or sink. LO: To observe how changes affect objects ability to float or sink. LO: To choose materials to make a floating boat. LO: To test and record the results of the boat materials.	LO: To actively investigate light and sound toys LO: To operate sound and light toys independently LO: To explore and recognise sources of light and sound (e.g. thorough a scavenger hunt) LO: To explore and recognise sources of sound LO: To identify some familiar sources of light and sound LO: To identify light and sound sources that use electricity.	LO: To plant a bean and sequence the events with support. LO: To find and identify common wild plants with adult support. LO: To find and identify some garden plants with adult support. LO: To explore tree and sort the leaves onto groups. LO: To identify and label the parts of plants and trees. LO: To observe and make simple comments on the growth of my bean plant. LO: to begin to say what plants need to grow.	LO: To engage in a mini beast hunt and explore an outdoor environment LO: To create a mini beast habitat LO: To create a mini beast model including distinct feature (e.g., wings, legs eyes etc.) LO: To create a butterfly life cycle with support. LO: To recognise the distinct features of a butterfly, caterpillar, chrysalis and eggs.	LO: To begin to identify a range of everyday materials (wood, plastic, glass, metal, water and rock). LO: To sort recycling objects into 2 groups (e.g., metal and not metal) LO: To sort materials by a single property (e.g., shiny, bumpy, rough) LO: To create a recycling robot (junk model) out of a single material LO: To sort a range of materials when the contrast is obvious	LO: To begin to explore a range of waterproof and non-waterproof materials. LO: To explore different types of paper through touch, ripping and scrunching. LO: To explore ways to make paper stronger. LO: To explore the absorbency of different papers. LO: To explore and predict which materials are good for boat making.
Core	LO: To Investigate what floats and sinks using a range of materials. LO: To predict what will float or sink. LO: To record which objects float or sink. LO: To observe how changes affect objects ability to float or sink. LO: To design and choose materials to make a floating boat. LO: To test and record the results of the boat design.	LO: to be able to operate a range of light and sound toys independently LO: to identify and label sources of light and sound. LO: to investigate changes of light – using a dimmer switch LO: to describe changes in light (e.g. is it bright or dark) LO: to investigate changes in sound (e.g. using a volume button to make something loud or quiet) LO: to describe changes in sound	LO: To describe how to plant a bean. LO: To suggest a question about plants and a way we could answer it. LO: To identify and name common wild plants. LO: To gather information to answer a question. LO: To identify and name some garden plants. LO: To identify trees by their leaves. LO: To sort deciduous and evergreen leaves. LO: To identify and describe the parts of plants and trees. LO: To talk about how my bean plant has grown. LO: To say what plants need to grow well and give reasons for my answers.	LO: To engage in a mini beast hunt and be able to observe and communicate their findings LO: To create a mini beast habitat using prior knowledge LO: To create a mini beast model and communicate its features using simple phrases (e.g., it has wings, it has 6 legs etc.) LO: To observe the changes that take place in a butterfly life cycle. LO: To communicate the life cycle of a butterfly through a preferred method.	LO: To identify and label a range of everyday materials. LO: To sort recycling items by their material LO: To begin to use adjectives to describe a range of materials LO: To sort object by a given property (e.g. shiny, dull, and bumpy) and create a visual record. LO: To create a recycling robot (junk model) using a range of materials LO: To use some scientific language to describe their robot and how they made it	LO: To explore a range of waterproof and non-waterproof materials. LO: To explore the similarities and differences in the properties of paper. LO: To explore ways to make paper stronger. LO: To explore the absorbency of different papers. LO: To explore and predict which materials are good for boat making.

Yr 3	Life Processes and Living things (Animals)	Materials and their Properties	Physical Processes (light and Sound)	Materials and their Properties	Physical Processes (Forces)	Life Processes and Living Things (Plants)
Exploratory	**Animals Inc. Humans—name, identify, describe different animals and label human body parts.** LO: To engage with the head, shoulders, knees and toes song with support. LO: To engage with a sensory activity which uses all of the senses with support. LO: To begin to comment through gesture/ sign/ symbol my opinion on different senses. LO: To role play with a variety of animals. LO: To begin to match animals object to object. LO: To role play feeding animals.	**Materials - identify materials and describe and compare their properties** LO: To experience a range of different materials. LO: To explore a range of toys made from different materials. LO: To show a preference for a particular material through gesture/ sign/ symbol. LO: To engage with a range of materials which are hard, soft and flexible. LO: To sort objects by a positive and negative property (e.g. hard and not hard) LO: To investigate a range of Christmas decorations.	**Light and sound— recognizing sources of light and sound.** LO: With support to join in with a light song and observe others exploring sources of light. LO: To explore shadows with support. LO: To observe light travelling through a prism with support. LO: To observe sounds being made by another. LO: To feel vibrations on a drum. LO: To react to different sound levels.	**Materials—explore waterproof/not water proof** LO: To feel a range of waterproof materials. LO: To experience a waterproof item, e.g. umbrella, wellingtons. LO: To wear a paper and a plastic 'shoe' and test in water. LO: To explore a range of wet and not wet materials. LO: To observe an investigation in keeping teddy dry. LO: To feel wet and dry teddies and express a preference.	**Forces—communicating changes in movement—friction.** LO: observe pushes and pulls in action. LO: to engage with rolling ball down a ramp with support. LO: To engage with moving a toy car with support. LO: To observe the movements of a friction car. LO: To explore cars travelling on different surfaces, with support. LO: To rub hands together and feel the heat created, with support.	**Plants— identifying some plants and trees and describing their structure** LO: To observe a seed dispersal experiment. LO: To roll and squeeze mode able material. LO: to observe a planting activity and to explore to compost and seeds. LO: To engage in a sensory activity using resources that seeds need to grow. LO: To engage with resources showing the growth stages of plants. LO: To observe the growth of the seedling, count the leaves, touch them and explore the roots.
Functional bridge	LO: To point my body parts. LO: To use parts of my body to see, hear, taste, smell and feel. LO: To use pupil voice to give an opinion on different tastes, textures, sounds and smells LO: To begin to identify common animals. LO: To begin to match animals object to symbol. LO: To begin to match animals to their food source, with support.	LO: To explore and begin to name different materials. LO: To explore toys and their textures. LO: To begin describe the properties of everyday materials using communication board. LO: To begin to explore which materials are hard, soft and flexible. LO: To sort objects by their properties, with support. LO: To test different materials to make a Christmas bauble, with support.	LO: To join in with a light song and explore sources of light, with support. LO: To begin to investigate shadows, with support. LO: To begin to investigate how light travels, with support. LO: To begin to listen to and identify different sounds, with support. LO: To explore sound waves and vibrations, with support. LO: To explore the volume of sound, with support.	LO: To Explore a range of waterproof Materials. LO: To begin to understand the meaning of waterproof LO: To wear a paper and a plastic 'shoe' and say which is waterproof, with support. LO: To sort and test a range of materials, with support. LO: To begin to make a prediction, with support, will teddy get wet? Test the prediction. (words/symbols) LO: To record my results (with symbols, with photos, in writing), and begin evaluate my investigation with support	LO: To investigate pushes and pulls, with support. LO: To engage with rolling a ball down a ramp. LO: To engage with toy car and different surfaces. LO: To investigate a friction car, with support. LO: To explore cars travelling on different surfaces. LO: To investigate how friction can create heat (energy) e.g. by rubbing hands together, with support.	LO: To engage in a seed dispersal experiment with support, LO: To engage in making a seed model activity with support. LO: To engage in a planting and watering activity and using a choice of 2 symbols, predict what will happen to the seed. LO: To begin to know what plants need to grow, with support. LO: to sequence the growth stages of plants, 2/3 pictures, with support. LO: To photograph the seedling and record their height and other details using symbols, with support
Functional	LO: To label my body parts. LO: To know which parts of my body I use to see, hear, taste, smell and feel. LO: To describe different tastes, textures, sounds and smells. LO: To identify common animals. LO: To describe common animals. LO: To begin to match animals to their food source.	LO: To explore and name different materials. LO: To explore toys and their textures and use pupil voice to give an opinion. LO: To describe the properties of everyday materials. LO: To begin to describe which materials are hard, soft and flexible. LO: To sort objects by their properties. LO: To test different materials to make a Christmas bauble.	LO: To join in with a light song and explore sources of light. LO: To begin to investigate shadows. LO: To begin to investigate how light travels. LO: To begin to listen to and identify different sounds. LO: To explore sound waves and vibrations. LO: To explore the volume of sound.	LO: To sort materials into groups. (features/properties), with support. LO: To say if a material is waterproof. LO: To make a paper and a plastic 'shoe' and say which is waterproof, with support. LO: To sort and test a range of materials. LO: To make a prediction, will teddy get wet? Test the prediction. (words/symbols) LO: To record by results (with symbols, with photos, in writing), and begin to evaluate my investigation..	LO: To investigate pushes and pulls. LO: To investigate which ball will travel the furthest down a ramp. LO: To investigate how a toy car moves over different surfaces. LO: To investigate a friction car. LO: To explore cars travelling on different surfaces, and begin to record the finding with support. LO: To investigate how friction can create heat (energy) e.g. by rubbing hands together	LO: To engage in a seed dispersal experiment with support, and comment (symbol or sign) on what they observe, with support. LO: To engage in a seed model making activity and comment (symbol or sign) on the model they make, with support. LO: To engage in a planting and watering activity and, with support, predict what will happen to the seeds. LO: To begin to know what plants need to grow. LO: to sequence the growth stages of plants, 3/4 pictures, with support LO: To photograph the seedling and record their height and other details, with support.

Core	LO: To label my body parts. LO: To know which parts of my body I use to see, hear, taste, smell and feel. LO: To compare different tastes, textures, sounds and smells. LO: To identify and name common animals. LO: To describe and compare common animals. LO: To match animals to their food source.	LO: To identify and name different materials. LO: To tell the difference between a variety of toys and the materials it is made from. LO: To describe and compare the properties of everyday materials. LO: To **identify** which materials are hard, soft and flexible. LO: Use own criteria to sort objects by their properties. LO: To test different materials to make a Christmas bauble and comment on the suitability.	LO: To join in with a light song and identify sources of light. LO: To Investigate shadows. LO: To Investigate how light travels. LO: To listen to and identify different sounds. LO: To investigate sound waves and vibrations. LO: To explore how we can change the volume of sound.	LO: To sort materials into groups. (features/properties) LO: To explain why a material is waterproof. LO: To make a paper and a plastic 'shoe' and say which is waterproof. LO: To sort, test and record a range of materials. LO: To begin to make a prediction, with support, will teddy get wet? Test the prediction and explain the findings (words/symbols) LO: To record by results (with symbols, with photos, in writing), and to evaluate my investigation.	LO: To investigate and identify pushes and pulls as a force. LO: To investigate which ball will travel the furthest down a ramp. LO: To investigate and the differences how a toy car moves over different surfaces. LO: To investigate a friction car and comment on what they observe. LO: To explore cars travelling on different surfaces, and begin to record the finding. LO: To investigate how friction can create heat (energy) e.g. by rubbing hands and other materials together. Record the temperature using a thermometer.	LO: To engage in a seed dispersal experiment with support, and comment (symbol or sign) on what they observe. LO: To engage in a seed model making activity and comment (symbol or sign) on the model they make. LO: To engage in a planting and watering activity and predict what will happen to the seeds. LO: To begin to know what plants need to grow and record these facts. LO: to sequence 3/4 pictures to show the growth stages of plant LO: To photograph the seedling and record their height and other details.
Yr 4	**Materials and their properties (comparisons)**	**Physical Processes (Forces)**	**Physical Processes (Electricity)**	**Materials and their properties (Changes)**	**Life Processes and Living Things (Plants)**	**Life Processes and Living Things (animals)**
Exploraroty	**Materials - Suitability of different materials** LO: To feel a variety of balls. LO: To feel and explore a range of fabrics. LO: To engage in a sensory activity involving manipulating different materials. LO: To explore different materials with an obvious contrast, e.g bend/ not bend. LO: To engage in a sensory activity exploring different types of paper. LO: To explore a car moving on different paper bridges.	**Forces— compare the movement of different objects in terms of speed and direction.** LO: To engage in activities about gravity, with support (eg trampoline/ space hopper/ throwing balls) LO: To engage in an activity involving friction (eg slide, breaks on bike) LO: To observe the movement of paper aeroplanes/ parachutes. LO: To observe the movement of objects in water. LO: To put item of choice in a pulley and observe it in action. LO: To engage in a gears and cogs play resource, with support.	**Electricity— recognizing sources of light and sound.** LO: To engage with light toys and begin to show a preference. LO: To use the dark den to explore dark. LO: To shine a torch to explore light travelling in straight lines. LO: To engage with different sound toys. LO: With support, increase and decrease the volume of an object. LO: To observe sound waves by watching rice vibrate on a drum.	**Materials—changing shape of materials.** LO: To feel different materials and show a preference (sand, gravel, ice, moon sand, mud) LO: To engage in an activity involving mixing different materials in water. LO: To engage in an ice tray activity, observing the ice melting. LO: To observe the process of separating mixtures of materials (eg flour shaking) LO: To engage in a sensory activity around irreversible changes (eg exploring cake ingredients and cake)	**Plants and animals—what they need to grow.** LO: To feel a variety plants and trees. LO: To engage in a sensory activity involving touching soil, seeds and plant pot. LO: To follow a process of putting soil and seeds in to a plant pot. LO: To observe a watering can water plants. LO: To engage in an activity involving caring for plants, with support. LO: To begin to match seed and plant object to object.	**Living things and their Habitats—exploring things that are alive and where they live and get their food from.** LO: To begin to role play with animals and their babies, with support. LO: To begin to match some animals to their babies, object to object. LO: To role play with a baby doll, with support. LO: To role play taking care of an animal, with support. LO: To show an interest in a pet (eg mentor dog) LO: To taste a range of healthy foods and show a preference. LO: To begin to participate in some exercises. LO: To begin to practise keeping myself clean, with support (eg washing hands/ brushing teeth)
Functional Bridge	LO: To explore the properties of a variety of balls, with support. LO: To examine fabrics and materials by touching, pulling and stretching, with support. LO: To pull a range of materials to explore those which 'give' and which break, with support. LO: To investigate materials with obvious contrast, e.g. bend/not bend, with support. LO: To engage in a challenge to find the strongest paper, e.g. which will tear and not tear. LO: To engage in a group activity to make a paper bridge to hold a toy car, e.g. push the car along the bridge.	LO: To engage in activities about gravity. LO: To observe the effect friction has on movement (eg watching a car move on different surfaces) LO: To engage in a group activity exploring the effects of air resistance. LO: To engage in water activates exploring the effects of water resistance. LO: To engage in activity using pulleys. LO: To engage in a gears and cogs play resource.	LO: To explore different sources of light. LO: To engage in an investigation to discover if light is needed in order to see. LO: To engage in an investigation to discover if light travels in a straight line. LO: To explore different sources of sound and how it is made, with support. LO: To explore changing the pitch and volume of sounds. LO: To explore how sound travels, with support.	LO: To explore materials and their properties (sand, gravel, ice, moon sand, mud) LO: To engage in an investigation to dissolve materials. LO: To engage in an investigation exploring which materials that will melt or solidify. LO: To engage in processes to separate mixtures of materials, with support. LO: To observe irreversible chemical changes. LO: To observe reversible changes.	LO: To feel and observe a variety of plants and trees and show a preference. LO: To engage in a test and make a prediction, with support. LO: To engage in an activity to plant seeds and bulbs. LO: To water plants to help them grow and stay healthy. LO: To make a comment on the growth of my plant. LO: To use an iPad to take photos to show the growth of my plants and use pupil voice to make a comment,	LO: To role play with animals and their babies. LO: To match some animals to their babies, object to object. LO: To begin to sort pictures of how humans change as they grow, with support. LO: To role play taking care of a baby doll and animals. LO: To experience caring for a pet (eg mentor dog). LO: To identify some healthy and unhealthy foods, with support. LO: To participate in group exercises. LO: To practise keeping myself clean (eg washing hands/ brushing teeth)

Functional	LO: To explore and name the properties of a variety of balls, with support. LO: To examine fabrics and materials by touching, pulling and stretching. LO: To test which materials 'give' and which break. LO: To investigate materials/properties of objects and sort them using a criteria with an obvious contrast, e.g. bend/not bend, with support. LO: To be challenged to find the strongest paper, e.g. which will tear and not tear, with support. LO: To engage in a group activity to design and make a paper bridge to hold a toy car.	LO: To investigate and identify examples of gravity, with support. LO: To explore the effect friction has on movement (eg pushing a car on different surfaces) LO: To explore the effects of air resistance. LO: To explore the effects of water resistance. LO: To explore how pulleys work. LO: To explore how gears and cogs work.	LO: To explore sources of light and begin to understand the sun is a light source. LO: To explore if light is needed in order to see. LO: To explore if light travels in a straight line. LO: To explore sound and how it is made. LO: To investigate if the pitch and volume of sounds can be changed, with support. LO: To explore how sound travels.	LO: To compare materials according to their properties (eg dry and wet sand/ water and ice) LO: To investigate materials that will dissolve, with support. LO: To investigate materials that will melt or solidify and use key vocabulary, with support. LO: To use different processes to separate mixtures of materials. LO: To investigate irreversible chemical changes. LO: To investigate reversible changes.	LO: To look closely at plants and trees and make a comment using pupil voice. LO: To set up a test and make a prediction, with support. LO: To plant seeds and bulbs and give them water. LO: To begin to know what plants need to grow and stay healthy. LO: To explain how my plant grew. LO: To make a bar chart to show the growth of my plants, with support.	LO: To match some animals and their babies. LO: To sort pictures of how animals change as they grow. LO: To sort pictures of how humans change as they grow. LO: To know some of the basic needs of humans and animals. LO: To ask and answer questions about a pet, with support. LO: To identify healthy and unhealthy food. LO: To know that humans need to exercise. LO: To identify how to keep myself clean.
Core	LO: To explore and name the properties of a variety of balls. LO: To examine and manipulate a range fabrics and name its properties. LO: To test and understand that some materials need to be able to 'give' a little and not break. LO: To investigate materials/properties of objects and sort them using a criteria with an obvious contrast, e.g. bend/not bend LO: To be challenged to find the strongest paper, e.g. which will tear and not tear. LO: To design and make a paper bridge to hold a toy car.	LO: To investigate and identify examples of gravity. LO: To investigate and conclude the effect friction has on movement. LO: To investigate the effects of air resistance. LO: To investigate the effects of water resistance. LO: To investigate how pulleys work. LO: To investigate how gears and cogs work.	LO: To explore and identify sources of light. LO: To investigate if light is needed in order to see. LO: To investigate if light travels in a straight line. LO: To explore and identify sources of sound and identify how it is made. LO: To investigate if the pitch and volume of sounds can be changed. LO: To investigate how sound travels.	LO: To compare materials according to their properties, using key vocabulary to describe (eg dry and wet sand/ water and ice) LO: To investigate and identify materials which will dissolve and not dissolve. LO: To investigate materials which will melt or solidify. LO: To choose the best way to separate mixtures of materials. LO: To identify and explain irreversible chemical changes. LO: To identify and explain reversible changes.	LO: To look closely at plants and trees and record what I see. LO: To set up a test and make a prediction. LO: To plant seeds and bulbs and suggest how to care for them. LO: To use my observations to explain what plants need to grow and stay healthy. LO: To explain how my plant grew and why. LO: To make a bar chart to show the growth of my plant.	LO: To match and name animals and their babies. LO: To describe how animals change as they grow. LO: To describe how humans change as they grow. LO: To describe the basic needs of humans and animals. LO: To ask and answer questions about a pet. LO: To identify healthy and unhealthy food, and say how much of them I should eat. LO: To give reasons why humans need to exercise. LO: To identify how and why I should keep myself clean.
Yr 5	**Materials and their Properties**	**Physical processes - Light**	**Life Processes and Living Things - Animals**	**Materials and their Properties - Rocks**	**Life Processes and Living Things - Plants**	**Physical Processes - Magnets**
Exploratory	**States of matter -** changing materials and suitability of materials. LO: To engage with a sensory activity with papers and cloths with different textures. LO: To engage in a sensory activity with a variety of hard materials to support the word 'hard'. LO: To engage in a sensory activity using different materials to keep teddy dry to support the word 'waterproof'. LO: With support, engage in a printing activity using different materials. LO: With support Rub wax over a sheet of paper, then paint. LO: To observe and beginning to engage with water being sprayed on an umbrella, with support.	**Light—** shadows and reflections. Learning about light safety. LO: To observe and begin to explore a variety of light sources. LO: To observe light reflecting off surfaces, support with the word reflection. LO: To observe lights and the effect on mirrors. LO: To use sunglasses to look at lights and begin to react to the changes. LO: To observe shadows being created on a surface. LO: to observe as shadows are made bigger and smaller.	**Animals Inc. Humans—** skeletal and muscular system and nutrition. LO: With support, engage in Head, shoulders, knees and toes. LO: To engage in a 'healthy food' sensory activity, with support. LO: To explore x-rays on a light box with support. LO: To create their own human skeleton, with support. LO: Engage in a lifting and pulling activity, adult to support with vocab, e.g. pull/push with your muscles. LO: To observe an Investigate of how muscles work in pairs (biceps and triceps) using a bottle of water as a weight, to participate with support.	**Rocks—**grouping rocks and learning about fossils and soil. LO: With support, investigate different types of rocks by touch, expressing. LO: To begin to investigate the rocks with adult support to describe the textures e.g. "Smooth rock." LO: with support press dinosaur feet in to playdough and look at the marks made. LO: With support, to explore a selection of fossils. LO: With, support, explore and investigate soil, e.g. scooping, filling and empting with soil. LO: With support, explore and investigate different soil types, smelling, squeezing and pressing.	**Plants—** function of different parts of the plant and what they need to grow. LO: With support, engage in an exploration of real flowers or plants. Adult support to reinforce the words petals, roots etc. LO: To observe an investigation of what plants need to grow, with support. LO: To take photographs of flowers and plants, with support, and review their LO: To observe a practical experiment to show how water is transported in plants, with support. LO: With support, make a model of a flower LO: With support, order a simple sequence showing the life cycle of a plant, 2/3 pictures.	**Forces—**exploring magnets LO: Observe magnets and magnetic materials used by others, LO: With support, carry out an action and begin to repeat it. LO: with support, engage with a physical exploration of everyday materials, e.g. hard/soft, rough/smooth. LO: With support, select materials in response to, "find me" LO: with support, to interact with different materials. LO: To sort objects hard/not hard, with support

Functional bridge	LO: To explore the textures and absorbency of different kitchen papers and disposable cloths. LO: To explore different type's hard materials. LO: To explore different fabrics and textures, investigating their waterproof properties. LO: To explore the textures and materials by printing with them. LO: To create a wax resist picture. LO: To explore how waterproof umbrellas work by observing water being sprayed on an umbrella.	LO: To investigate a variety of light sources LO: To explore reflective surfaces. LO: To explore mirrors and lights. LO: To know that light from the sun can be dangerous and that there are ways we can protect our eyes, with support. LO: To investigate shadows. LO: To investigating how to change shadow shapes.	LO: To label the common external body parts, with support. LO: To explore 'healthy foods' by tasting, touching or smelling, using pupil voice to say if they like or don't like it. LO: To look at x-rays of human and animal skeletons on alight box LO: To create their own human skeleton and label some parts with support. LO: To test the function of a skeleton in a practical activity, e.g. running and jumping. LO: To understand how muscles work in pairs to allow movement and maintain posture, with support.	LO: To begin investigate different types of rocks by touch. LO: To begin to select a rock on request, e.g. "Give me a smooth rock." LO: To explore fossilisation by pressing a toy dinosaurs, leaves, rocks etc. into playdough. LO: To explore a selection of fossils. LO: To explore and investigate soil, e.g. scooping, filling and empting with soil, observing the results. LO: To explore and investigate different soil types, smelling, squeezing and pressing.	LO: To explore flowering plants by touch and smell, To point to named parts, e.g. show me the petals. LO: To take part in an investigation of what plants need to grow, with support. LO: To observe the results of the plant investigation, record by taking photographs. LO: To take part in a simple practical experiment to show how water is transported in plants, with support. LO: To make a model of a flower, labelling its parts, with support. LO: To order a simple sequence of pictures showing the life cycle of a plant, with support 3/4 pictures.	LO: To explore magnets and magnetic materials, with support. LO: To repeat and action, indicating an understanding of what is happening, e.g. directing the magnet at the same object to watch it move. LO: To use symbols, signing or verbally to describe the properties of everyday materials, e.g. hard/soft, rough/smooth. LO: To consistently select materials in response to, "Show me something hard/soft." LO: To interact with different materials. LO: To sort objects by their properties, with support
Functional	LO: To explore the properties of different kitchen papers and disposable cloths and record in a ready-made table, with support. LO: To investigate hard materials and their absorbent properties. LO: To explore different fabrics and investigate how waterproof they are. LO: To explore the textures and properties of different materials by printing with a selection of items. LO: To learn about the waterproof properties of wax by creating a wax resist picture. LO: Design a waterproof umbrella object, and test it for suitability.	LO: To investigate that I need light to see things. LO: To explore which surfaces reflect light. LO: To investigate how a mirror reflect light. LO: To know that light from the sun can be dangerous and that there are ways we can protect our eyes LO: To investigate how some materials block light to form shadows. LO: To investigating how shadows change size and position.	LO: To label common external body parts. LO: To know what 'healthy foods' animals and humans need. LO: To examine x-rays of human and animal skeletons, naming some of the features of animals, e.g. wings, with support. LO: To create their own human skeleton, identify and name common bones, e.g. arm, leg etc. and label them, with support. LO: To begin to know the three main functions of a skeleton. LO: To begin to understand how muscles work in pairs to allow movement and maintain posture. Investigate how muscles work in pairs (biceps and triceps) using a bottle of water as a weight.	LO: With support, to begin compare different types of rocks, expressing how they feel using appropriate communication. LO: To group rocks based on their properties, were the contrast is explicit, e.g. smooth, rough. LO: To begin to understand how fossils are formed, e.g. role play pressing a toy dinosaur between layers of playdough. LO: To begin to know that Mary Anning found fossils. LO: To explore soil and investigate how it is formed. LO: To explore and investigate different soil types, and begin to say how they feel, with support	LO: To explore flowering plants, draw it and label the parts, with support LO: To take part in an investigation of what plants need to grow. LO: To record the results of last week's investigation, either through annotated photographs or drawing. LO: To take part in a simple practical experiment to show how water is transported in plants. LO: To draw and label the common parts of a flower, leaves, petals etc. with support. LO: To order pictures showing the life cycle of a plant 3/4 pictures	LO: To explore magnets and magnetic materials. LO: To tell the difference between an object and the materials it is made from. LO: To describe the properties of everyday materials. LO: To identify which materials have certain properties. LO: To test different materials. LO: To sort objects by their properties.
Core	LO: To explore the properties of different kitchen papers and disposable cloths, and record findings in their own table. LO: To think about hard materials and their absorbent properties and record the findings. LO: To explore different fabrics and investigate how waterproof they are using a dropper of water. LO: To explore the textures and properties of different materials by printing with a selection of items and label the materials used. LO: To learn about the waterproof properties of wax by creating a wax resist picture and say why the wax resists the paint. LO: To design and choose a material to make a waterproof umbrella, stating why that material has been chosen.	LO: To recognise that I need light to see things, and that dark is the absence of light. LO: To investigate which surfaces reflect light and record the findings. LO: To use a mirror to reflect light and explain how mirrors work. LO: To know that light from the sun can be dangerous and investigate ways we can protect our eyes LO: To investigate which materials block light to form shadows, create a chart to record the findings. LO: To find patterns when investigating how shadows change size.	LO: To label common external and internal body parts LO: To understand that they get nutrition from food they eat, and make a menu of a balanced meal. LO: To examine x-rays of human and animal skeletons, naming some of the features of animals, e.g. wings. LO: To understand that humans and some other animals have skeletons by investigating skeleton types, and make a skeleton of their own choice. LO: To **know** and explain the three main functions of a skeleton. LO: To understand how muscles work in pairs to allow movement and maintain posture. Investigate how muscles work in pairs (biceps and triceps) using a bottle of water as a weight	LO: To compare different types of rocks based on their appearance, and begin to expressing how they feel using appropriate communication. LO: To group rocks based on their physical properties. LO: To explain, either verbally or a physical demonstration, how fossils are formed, make a drawing to begin show the process. LO: To know that Mary Anning found fossils LO: To know that soil is made from rocks and organic matter. LO: To explore and investigate different soil types, and begin to say how they feel.	LO: To name the different parts of flowering plants and explain their jobs. LO: To set up, with some support, an investigation to find out what plants need to grow well. LO: To record the observations from my investigation into what plants need to grow. LO: To investigate how water is transported in plants, and create a flow chart to show this. LO: To name the different parts of a flower and explain their role in keeping the plant alive. LO: To understand and order the stages of the life cycle of a flowering plant.	LO: To explore magnets and magnetic materials and comment on what they observe. LO: To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces. LO: To sort magnetic and non-magnetic materials. LO: To investigate the strength of magnets. LO: To explore magnetic poles. LO: To observe how magnets attract some materials.
Yr 6	**States of Matter M**	**Electricity PP**	**Living things and their Habitats LP**	**Reversible and Irreversible changes M**	**Sound PP**	**Animals including Humans LP**
Exploratory	**States of matter**—categorizing solids, liquids, gases. LO: With support, explore materials, e.g. soft not soft.	**Electricity—** creating different types of circuits, conductors and insulator. LO: To engage in an exploratory activity with a range of toys that need batteries or mains power.	**Living things and their Habitats—** classifying animals and explore how environmental changes impact living things. LO: with support, engage in an	**Changing States—**Reversible and Irreversible changes. LO: with support, engage in the exploration of everyday materials,	**Sound—** how sounds are made and how they travel. LO: To go on a listening walk and follow the sounds.	**Animals Inc. Humans—**Digestive systems, teeth and food chains. LO: To begin to join in with songs about the human body, e.g. If your happy and you know it.

	LO: To engage, with support, in a fizzy water sensory activity. LO: To engage, with support, in a playdough activity. Squashing, squeezing and shaping the dough. LO: To engage, with support, with an ice sensory activity. LO: To engage, with support, in a water and sponge activity. LO: Engage in the creation of water cycle window through observation or with adult support.	LO: With support, engage with the resources needed to make a circuit. LO: To observe/explore the resources in the light room. LO: With support, use the switches in the light room to switch the bubble tube on and off. LO: To observe the construction of a simple circuit and with support attempt the switch it on. LO: With support, engage with different electricity resources, observing an event caused by pushing or pulling switches.	exploratory activity of toy animals with different textured coats. LO: With support, sort animals into 2 groups, e.g. legs/no legs. LO: With support, engage in a sensory activity using a range of materials animals may use to create a habitat. LO: With support, observe a mini beast hunt. LO: with support, make a 'mini beast' model, adding some simple features. LO: To observe an activity to look at the effec	e.g. explore materials in a tray with a magnet LO: with support, find ways to melt ice cubes. LO: With support, explore solid chocolate and melted chocolate. LO: To observe, with support a liquid freeze and then melts, e.g. quick Ice cream. LO: To observe a mixture being made that is an irreversible change, e.g. oublick. LO: To observe an irreversible chemical change, e.g. toast.	LO: To begin to make sounds using their body parts. LO: To listen to different pitches being made and show a preference. LO: To drop rice on a drum and observe a vibration. LO: To react to a loud noise. LO: To begin to use a musical instrument appropriately to make a sound.	LO: To explore the senses though sensory play, e.g. scented/textured playdough. LO: To engage in a teeth-cleaning activity. LO: To eat different textured foods and watch mouth move in a mirror. LO: To feel and smell foods different animals eat eg fish flakes, hay, vegetables. LO: To role play with animals and the food they eat.
Functional bridge	LO: To sort materials according to a single property. LO: To fill and empty different containers with fizzy water, making comments using speech, signs or symbols. LO: To interact with Playdough, using tools and hands to change it shape, making comments using speech, signs or symbols. LO: To observe ice as it melts, making comments using speech, signs or symbols, making comments using speech, signs or symbols. LO: To interact with a water cycle activity, using sponges to show evaporation. LO: To create a water cycle window and observe what happens, with support.	LO: To sort electrical appliances and the types of electricity they use, batteries/no batteries, with support. LO: To explore the resources needed to make a circuit. LO: To explore the resources in the light room, using switches to change colours in the bulb tube. LO: To explore switches, attempting to turn resources on independently. LO: To engage with the construction of a simple circuit and with support attempt the switch it on. LO: To investigate different electricity resources to cause an event by pushing or pulling switches.	LO: To sort animals using a single criteria, e.g. fur/no fur. LO: To begin to use a simple yes/no classification key to sort animals. LO: To create a habitat sensory picture. LO: To look for mini beast and record with a photo where they were found. LO: To select a mini beast to make a model of and with support label it features. LO: To engage in an activity about the environment and its effect on animals. .	LO: To explore and compare everyday materials. LO: to find what will melt ice cubes. LO: With support, explore solid chocolate and melted chocolate. LO: To engage with an activity of a liquid that freezes and then melts, e.g. quick Ice cream. LO: To make a mixture being that is an irreversible change, e.g. oublick. LO: To observe an irreversible chemical change, e.g. toast.	LO: To investigate different sound sources. LO: To investigate how to make sounds using their body parts. LO: To investigate the pitch of different instruments. LO: To investigate vibrations made by a variety of materials. LO: To investigate how sound changes by using a volume switch. LO: To make a musical instrument, with support.	LO: To join in with songs about the human body, e.g. If your happy and you know it. LO: To explore the senses through sensory play, e.g. scented/textured playdough and begin to identify which part of the body is linked to the 5 senses. LO: To begin to brush teeth with more independence. LO: To sort foods that cause tooth decay. LO: To begin to identify different foods that animals eat. LO: To construct a simple food chain, with support.
Functional	LO: To sort and describe materials according to whether they are solids, liquids or gases, with support. LO: To begin to understand gases and their uses, recording their findings in a simple chart with support. LO: To observe materials as they change state by heating or cooling, measuring the temperature at which this happens, with support. LO: To engage in an investigation how water changes state as it heated and cooled and evaporates. LO: To engage in an Investigation of evaporation and the effect of temperature. LO: To create a water cycle window, predict what will happen when the sun shines and record the prediction, with support.	LO: To identify electrical appliances and the types of electricity they use, e.g. batteries/mains. LO: To make a simple circuit, with support. LO: To identify and sort materials into electrical conductors or insulators, with support. LO: To explore how a switch works and why they are needed. LO: To construct a simple series electrical circuit, identifying and naming it basic parts. Draw the circuit and record the findings from the investigation, with support. LO: To research and record ways that electricity is generated.	LO: To sort objects into three groups as those that are living, dead and those that have never been alive, with support. LO: To begin to use a simple classification key to help identify animal characteristics with support. LO: To create a habitat map and identify what is in it during a mini beast hunt. LO: To record the characteristic of living things in a simple table. LO: To identify how changes to the environment affects an animal and it habitat. LO: To begin to describe environmental dangers to endangered species.	LO: To compare and group together everyday materials based on their properties, e.g. hardness, transparency and response to magnets. LO: To investigate materials which will dissolve/melt into a liquid solution, with support LO: to investigate reversible changes, E.g. melting and solidifying chocolate. LO: To investigate a reversible change of a liquid that freezes and then melts. Begin to understand some of the reason why this happens e.g. quick Ice cream. LO: To make a mixture being that is an irreversible change, e.g. oublick. Begin to understand why it can't be reversed. LO: To investigate irreversible changes, and understand this is caused by a chemical change, e.g. making toast.	LO: To investigate and name different sound sources, whilst exploring vibration. LO: To investigate how sound travels. LO: To identify and sort the pitch of a sound. LO: To investigate the link between vibrations and sound. LO: To investigate the link between distance and volume. LO: To make a musical instrument to play different sounds.	LO: To identify and name parts of the human body. LO: To explore a human digestive system model. LO: To identify the types of teeth in humans. LO: To follow an enquiry or test for investigate the causes of tooth decay. LO: To investigate how food chains work. LO: To construct a simple food chain.

Core	LO: To sort and describe materials according to whether they are solids, liquids or gases. LO: To investigate gases and their uses, recording their findings. LO: To observe materials as they change state by heating or cooling, measuring and recording the temperature at which this happens. LO: To investigate how water changes state as it heated and cooled and evaporates. LO: To Investigate evaporation and the effect of temperature. LO: To create a water cycle window, predict what will happen when the sun shines and record the prediction.	LO: To identify electrical appliances and the types of electricity they use, e.g. batteries/mains. LO: To identify complete and incomplete circuits. LO: To identify and sort materials into electrical conductors or insulators. LO: To explain how a switch works and why they are needed. LO: To construct a simple series electrical circuit, identifying and naming it basic parts. Draw the circuit and record the findings from the investigation. LO: To research and record ways that electricity is generated.	LO: To recognise that living things can be grouped, classified and recorded in a variety of ways. LO: To explore and use classification keys to help identify animals characteristics, observing their similarities and differences. LO: To use a key to identify invertebrates in a mini beast hunt. LO: To show the characteristics of living things in a table and a key. LO: To recognise positive and negative changes to the environment and the impact on living things. LO: To describe environmental dangers to endangered species.	LO: To compare and group together everyday materials based on their properties, e.g. hardness, transparency and response to magnets. LO: To investigate materials which will dissolve into a liquid solution, recording their findings. LO: to investigate reversible changes. E.g. melting and solidifying chocolate. LO: To investigate a reversible change of a liquid that freezes and then melts. recall some of the reason why this happens e.g. quick Ice cream. LO: To make a mixture being that is an irreversible change, e.g. oublick. To say why it can't be reversed. LO; To investigate irreversible changes, and understand this is caused by a chemical change, e.g. making toast.	LO: To describe and explain how sound is made and exploring this as vibrations. LO: To recognise that sound travels through a medium to the ear and draw a diagram to show this. LO: To explore ways to change the pitch of a sound. LO: To investigate how sound gets fainter as the distance it travels increases. LO: To investigate ways to absorb sound. LO: To make a musical instrument to play different sounds and explain how it works.	LO: To identify and name parts of the human digestive system through a drawing or picture with labels. LO: To explain the functions of the basic parts of the digestive system. LO: To identify the types and simple functions of teeth in humans. LO: To create an enquiry or test for investigate the causes of tooth decay. LO: To investigate how food chains work, recording this through drawing, words or pictures. LO: To construct and interpret food chains and the role of plants and animals in them.