



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All About Me Parts of the body Keeping healthy	Autumn How food grows What we eat – healthy foods	Space Light and Dark	Plants Naming the parts of plants Growing + naming vegetables – gardening Changes in materials – (bread making)	Insects Types of insects and recognition of body parts habitats Life cycle of a	Farm Animals Recognising and naming animals Knowing where milk, eggs, wool come from.
Year 1	Animals, including Humans Identify and name: 1. Variety of animals including fish, amphibians, reptiles, birds and mammals 2. Common animals that are carnivores, herbivores and omnivores 3. Describe and compare of a variety of common animals Identify, name, draw and (Seasonal Changes – autumn) Observe changes Observe weather	Animals, including Humans 4. Label basic parts of the human body – which part is associated with which sense? (Seasonal Changes – winter) Observe changes Observe weather	Everyday Materials 1. Distinguish between an object and the material from which it is made 2. Identify everyday materials – wood, plastic, glass, metal, water, and rock 3. Describe simple physical properties 4. Compare and group together everyday materials on basis on simple physical properties.	Plants 1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Seasonal Changes – spring) Observe changes Observe weather	Plants Continued investigation from Spr 2 Seasonal Changes – Weather Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	Seasonal Changes – summer Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
Year 2	Uses of Everyday Materials 1. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Learn about people who have developed new materials -John Dunlop/Charles Macintosh 2. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Learn about people who have developed new materials Kwolek (female scientist)	Animals, including Humans 2. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Learn about basic needs of animal survival 3. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Focus on how we recognise growth	Animals, including Humans 1. notice that animals, including humans, have offspring which grow into adults	Living Things and their Habitats 1. explore and compare the differences between things that are living, dead, and things that have never been alive 2. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Living Things and their Habitats 3. identify and name a variety of plants and animals in their habitats, including microhabitats 4. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Plants 1. observe and describe how seeds and bulbs grow into mature plants 2. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Learn about local environment – plant germination and growth. Observe and record how light affects growth.
Year 3	Light 1. recognise that they need light in order to see things and that dark is the absence of light 2. notice that light is reflected from surfaces 3. recognise that light from the sun can be dangerous and that there are ways to protect their eyes 4. recognise that shadows are formed when the light from a light source is blocked by an opaque object 5. find patterns in the way that the size of shadows change.	Forces and Magnets 1. compare how things move on different surfaces 2. notice that some forces need contact between two objects, but magnetic forces can act at a distance 3. observe how magnets attract or repel each other and attract some materials and not others 4. 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 5. describe magnets as having two poles 6. predict whether two magnets will attract or repel each other, depending on which poles are facing.	Rocks 1. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 2. describe in simple terms how fossils are formed when things that have lived are trapped within rock 3. recognise that soils are made from rocks and organic matter.	Plants 1. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2. explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Plants 3. investigate the way in which water is transported within plants 4. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Animals including Humans 1. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement
Year 4	Sounds 1. identify how sounds are made (vibration) 2. recognise vibrations travel through a medium 3. patterns between pitch and features of the object that made it. 4. patterns between volume and strength of vibration 5. recognise sounds get fainter in the distance	States of Matter 1. compare and group materials together, according to whether they are solids, liquids or gases 2. observe that some materials change state when they are heated or cooled, and measure	Animals, including humans 1. describe the simple functions of the basic parts of the digestive system in humans 2. identify the different types of teeth in humans and their simple functions	Living things and their habitats 1. recognise that living things can be grouped in a variety of ways 2. explore and use classification keys to	Electricity 1. identify common appliances 2. construct a circuit labelling cells, wires, bulbs, switches and buzzers. 3. identify if a lamp will light based on its connection to	Electricity 4. link (3) to a switch – how it opens and closes a circuit 5. recognise common conductors – metals are good conductors



		<p>or research the temperature at which this happens in degrees Celsius (°C)</p> <p>3. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>3. construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Link to Geography (rivers), food chains in rivers. E.g. River otters > fish</p>	<p>help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>the cell.</p>	<p>Link to Geography (rivers), hydroelectric powerplants</p>
<p>Year 5</p>	<p>Earth and Space</p> <p>1. describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>2. describe the movement of the Moon relative to the Earth</p>	<p>Earth and Space</p> <p>3. describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>4. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Living Things and Their Habitats</p> <p>1. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>2. describe the life process of reproduction in some plants and animals</p> <p>Animals, including humans</p> <p>1. describe the changes as humans develop to old age.</p> <p>Link to the Geography, animals of the The Amazon Rainforest.</p>	<p>Properties of materials and how they change state</p> <p>1. compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>2. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>3. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Properties of materials and how they change state</p> <p>4. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>5. demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>6. explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Forces</p> <p>1. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>2. identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>3. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
<p>Year 6</p>	<p>Living Things and Their Habitats</p> <p>1. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>2. give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Evolution and Inheritance</p> <p>1. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>2. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>3. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Link to Geography, animals of the Arctic and Antarctic</p>	<p>Animals including Humans</p> <p>1. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>2. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>3. describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Link to PE, fundamentals of</p>		<p>Light</p> <p>1. recognise that light appears to travel in straight lines</p> <p>2. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>3. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>4. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Electricity</p> <p>1. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>2. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>3. use recognised symbols when representing a simple circuit in a diagram.</p>



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