

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living things and their habitats		<ul> <li>Pupils should be taught to:</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited</li> <li>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different</li> </ul>		<ul> <li>Pupils should be taught to:</li> <li>recognise that living things (including those in the locality) can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> <li>find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. (health week)</li> <li>use secondary sources to find out about some famous naturalists or animal behaviourists such as David Attenborough and Jane Goodall (chimpanzees)</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>use secondary sources to find out about scientists such as Louis Pasteur (pasteurisation), Edward Jenner (smallpox vaccine) and Alexander Fleming (antibiotics)</li> </ul>
Plants	Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees	<ul> <li>Pupils should be taught to:</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> <li>find out and describe how plants make their own food</li> </ul>			



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Animals, including humans	<ul> <li>Pupils should be taught to:</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	Pupils should be taught to: • describe the changes as humans develop to old age • order on a timeline, the stages of growth and development of humans • find out about the effects of puberty on the human body (health week)	<ul> <li>Pupils should be taught to:</li> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>



Imaterials       Pupils should be taught to:         Imaterials       Indentify and compare the subscription of the materials of the material between an materials of the material between an materials of the material between and and the materials of the materials is made       Imaterials       Pupils should be taught to:       Pupils should be taught to:         Imaterials       Imaterials       Pupils should be taught to:       Compare and group materials group materials abaed on their gasses.       Pupils should be taught to:       Compare and group materials group materials group materials abaed on their gasses.       Pupils should be taught to:       Compare and group materials group materials group materials group materials abaed on their gasses.       Pupils should be taught to:       Compare and group materials grou		Everyday	Uses of everyday materials	Rocks	States of matter	Properties and changes of
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<ul> <li>e distinguish between an oblect and object and object and object and object and the materials. Jastic, glass, brick, rock, particular uses find othow the shapes of solid objects made from surfacials canses of a wareity of everyday materials, indication of the basis of the simple physical properties of a variety of everyday materials on the simple physical properties of a variety of everyday materials on the basis of t</li></ul>			<ul> <li>identify and compare the</li> </ul>	<ul> <li>compare and group</li> </ul>	<ul> <li>compare and group materials</li> </ul>	Pupils should be taught to:
<ul> <li>stretular</li> <li>between an object and the material from which it is made</li> <li>including to due to the locality, based on their is made</li> <li>identify and name a variety of variety of variety of everyday materials on plastic, glass, metal, water, and rock-</li> <li>identify of everyday materials organic</li> <li>identify of everyday materials</li> <li>identify of everyday materials</li> <li>identify of everyday materials</li> <li>identify of everyday materials</li> <li>identify of everyday materials</li> <li>identify of everyday</li> <li>identify of everyday</li> <li>identify of everyday</li> <li>identify of everyday</li> <li>identify everytay materials</li> <li>identify everytay materials</li> <li>identify everytay materials</li> <li>identify everytay materials</li> <li>identify everytay material</li></ul>		0				
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glass, metal, water, and rock       • use secondary sources to find out about the scientist Anders Celsius       • use secondary sources to find out about the scientist Anders Celsius       • use secondary sources to find out about the scientist Anders Celsius         • describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties       • use secondary sources to find out about the scientist Anders Celsius       • use secondary sources to find out about the scientist Anders Celsius         • describe the simple       • describe the simple       • use secondary sources to find out about the scientist Anders Celsius       • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic         • demonstrate that dissolving, mixing and changes to the everyday materials on the basis of their simple physical properties       • 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						
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everyday       materials, and that this kind of         materials on       change is not usually         the basis of       reversible, including changes         their simple       associated with burning and         physical       bicarbonate of soda         properties       investigate how some         substance (dyes and colours)						
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investigate how some     substance (dyes and colours)						
substance (dyes and colours)		1 1 1 1 1 1				
						can be separated by the
process of chromatography						process of chromatography



Seasonal Changes	Pupils should be taught to: • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies		
Light		<ul> <li>Pupils should be taught to:</li> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to our eyes.</li> <li>use the idea that light travels in straight lines to explain that when to our eyes and then to our eyes.</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>



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		Pupils should be taught to:		Pupils should be taught to:	
		<ul> <li>compare how things move</li> </ul>		<ul> <li>explain that unsupported</li> </ul>	
		on different surfaces		objects fall towards the Earth	
		<ul> <li>notice that some forces</li> </ul>		because of the force of gravity	
		need contact between two		acting between the Earth and	
		objects, but magnetic		the falling object	
S		forces can act at a distance		<ul> <li>identify the effects of air</li> </ul>	
et		<ul> <li>observe how magnets</li> </ul>		resistance, water resistance and	
<u> </u>		attract or repel each other		friction, that act between moving	
0		and attract some materials		surfaces	
Š		and not others		<ul> <li>recognise that some</li> </ul>	
		<ul> <li>compare and group</li> </ul>		mechanisms including levers,	
and Magnets		together a variety of		pulleys and gears allow a	
al		everyday materials on the		smaller force to have a greater	
S		basis on whether they are		effect	
l e		attracted to a magnet, and		<ul> <li>use secondary sources to find</li> </ul>	
L L		identify some magnetic		out about scientists such as	
Forces		materials		Newton & Galileo	
<b>–</b>				Newton & Gameo	
		<ul> <li>describe magnets as</li> </ul>			
		having two poles			
		<ul> <li>predict whether two</li> </ul>			
		magnets will attract or repel			
		each other, depending on			
		which poles are facing			
			Pupils should be taught to:		
			<ul> <li>identify how sounds are made,</li> </ul>		
			associating some of them with		
			something vibrating		
			<ul> <li>recognise that vibrations from</li> </ul>		
			sounds travel through a		
			medium to the ear		
			<ul> <li>find patterns between the pitch</li> </ul>		
q			of a sound and features of the		
Sound			object that produced it		
l õ			<ul> <li>find patterns between the</li> </ul>		
S			volume of a sound and the		
1			strength of the vibrations that		
			produced it		
			<ul> <li>recognise that sounds get</li> </ul>		
			fainter as the distance from the		
			sound source increases		
1			<ul> <li>use secondary sources to find</li> </ul>		
			out about the work of		
			Alexander Graham Bell		
L					



			Pupils should be taught to:		Pupils should be taught to:
			<ul> <li>identify common appliances that</li> </ul>		<ul> <li>associate the brightness of</li> </ul>
			run on electricity		a lamp or the volume of a
			<ul> <li>investigate and identify short</li> </ul>		buzzer with the number and
			circuits		voltage of cells used in the
			<ul> <li>construct a simple series</li> </ul>		circuit
			electrical circuit, identifying and		<ul> <li>compare and give reasons</li> </ul>
			naming its basic parts, including		for variations in how
			cells, wires, bulbs, switches and		components function,
			buzzers		including the brightness of
			<ul> <li>identify whether or not a lamp</li> </ul>		bulbs, the loudness of
			will light in a simple series		buzzers and the on/off
2			circuit, based on whether or not		position of switches
1.5			the lamp is part of a complete		<ul> <li>use recognised symbols</li> </ul>
			loop with a battery		when representing a simple
5			<ul> <li>recognise that a switch opens</li> </ul>		circuit in a diagram
Electricity			and closes a circuit and		
ш			associate this with whether or		
			not a lamp lights in a simple		
			series circuit		
			<ul> <li>recognise some common conductors and insulators, and</li> </ul>		
			associate metals with being		
			good conductors		
			<ul> <li>be aware of precautions for</li> </ul>		
			working safely with electricity.		
			(health week)		
			use secondary sources to find		
			out about the scientist Thomas		
			Edison (light bulb)		
				Pupils should be taught to:	
				describe the movement of the     forth and other planets relative	
				Earth and other planets relative to the sun in the solar system	
				<ul> <li>describe the movement of the</li> </ul>	
<b>O</b>				<ul> <li>describe the movement of the moon relative to the Earth</li> </ul>	
ac				<ul> <li>describe the sun, Earth and</li> </ul>	
ġ				moon as approximately	
Earth and Space				spherical bodies	
				<ul> <li>use the idea of the Earth's</li> </ul>	
a				rotation to explain day and night	
E .				and the apparent movement of	
ar				the sun across the sky	
Ш				use secondary sources to find out	
				about famous people/scientists	
				such as Nicolaus Copernicus,	
				Albert Einstein, Stephen Hawking,	
				Jocelyn Bell Burnell, Neil	
	1			Armstrong or Tim Peake	



neritance		Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
Evolution and inheri		<ul> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>use secondary sources to</li> </ul>
		find out about Charles Darwin or Gregor Mendel (genetics)