

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Seasonal change Observe and describe weather of the seasons. Observe and describe how days vary in length. Observe changes across the four seasons.</p>	<p>Everyday materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare, group and describe a variety of everyday materials on the basis of their physical properties.</p>			<p>Plants Identify and name a variety of common plants, including garden plants, wild plants and trees. Identify and describe roots, flowers and tree trunks. Describe and identify trees by observing their leaves. Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p>	<p>Animals including humans Identify, name, draw and label the basic parts of the human body. Identify which part of the body is associated with each sense. Identify and name a variety of common animals. Describe and compare the structure of a variety of common animals. Identify and name a variety of common animals - carnivores, herbivores and omnivores.</p>
Year 2	<p>Living things and their habitats Explore and compare the differences between living and dead things, and things that have never been alive. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>Uses of everyday materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,</p>		<p>Living things and their habitats 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.</p>	<p>Animals including humans To know that animals have offspring that grow into adults. Find out about and describe the basic needs of animals, including humans, for survival. To know the importance for humans of eating the right amounts of different types of food. To know the importance for humans of exercise.</p>	<p>Plants Observe how bulbs grow into mature plants. Observe and describe how seeds grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

		<p>paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>			To know the importance to humans of hygiene.	
Year 3	<p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Forces and magnets</p> <p>Compare how things move on different surfaces.</p> <p>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.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Light</p> <p>Recognise that light is needed in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>		<p>Animals including humans</p> <p>To know that animals cannot make their own food and that animals, including humans, need the right amounts and types of food.</p> <p>To know that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Plants</p> <p>Identify and describe the function of the roots.</p> <p>Investigate the ways in which water is transported within plants and identify and describe the function of the stem and leaves.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil).</p> <p>Identify and describe the function of the flower.</p>
Year 4	<p>Sound</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Identify how sounds are made, associating some</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct simple electrical circuits, identify and name its basic parts.</p>	<p>States of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state</p>		<p>Animals including humans</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Describe the simple functions of the basic</p>	<p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to group, identify and name</p>

	<p>of them with something vibrating.</p> <p>Recognise that vibrations from a sound travel through a medium to the ear.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>Identify if a lamp will light in a simple series circuit.</p> <p>Recognise some common conductors and insulators.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>when they are heated or cooled.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p>part of the digestive system in humans.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>a variety of living things in their local and wider environment.</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
Year 5	<p>Properties and changes of materials</p> <p>Compare and gp every-day materials, including their conductivity of heat and conductivity of electricity. Give reasons, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. 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>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>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>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air and water resistance that act between moving surfaces.</p> <p>Identify the effects of friction between moving surfaces.</p> <p>recognise that some mechanisms, including pulleys, allow a smaller force to have a greater effect.</p>	<p>All living things (mammals and amphibians)</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some animals.</p>	<p>All living things (plants)</p> <p>Describe the life process of reproduction in some plants.</p>	<p>Animals including humans</p> <p>Describe the changes as humans develop from birth to old age.</p>

<p>Year 6</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Evolution and inheritance</p> <p>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>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Electricity</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>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>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>Light</p> <p>To understand that light appears to travel in straight lines.</p> <p>To 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>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>Living things and their habitats</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	
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