

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans	<p>Name the different body parts used for different things, such as the eyes are used to see.</p> <p>Understanding that animals grow and change over time.</p> <p>Observe the life-cycles of various animals including frogs and chicks.</p>	<p>Identify a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify and name carnivores, herbivores and omnivores.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Using senses to compare different textures, sounds and smells.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the basic needs of animals, including humans, for survival.</p> <p>Describe the importance for humans of exercise, diet and hygiene.</p> <p>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.</p>	<p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Describe 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 plants and animals.</p> <p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
Plants	<p>Plants and animals can be identified according to their features.</p> <p>Living things change over time.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p> <p>Describe the changes of living things over time.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro- habitats</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water and nutrients).</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including</p>	<p>The plant kingdom is divided into vascular and non-vascular plants.</p>	<p>Describe how flowering plants reproduce sexually.</p> <p>Other plants such as bulbs, corms and rhizomes reproduce asexually.</p>	<p>Use classification keys help us identify living things based on their physical characteristics.</p>

				pollination, seed formation and seed dispersal.			
Living things and their habitats	<p>Identifying local habitats including woodlands, gardens and ponds.</p> <p>Other habitats include hot places and cold places.</p>	Describe how the local environment is a habitat for living things and can change during the seasons.	<p>Identify that living things live in habitats to which they are suited and describe how habitats provide for the basic needs of animals and plants.</p> <p>Explore things that are living, dead, and things that have never been alive.</p>		<p>Recognise that environments can change and that this can sometimes pose dangers to living thing.</p> <p>Describe how habitats change over time, either due to natural or human influences.</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	Describe the life process of reproduction in some plants and animals.	<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> <p>Recognise that living things produce of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>

<p>Materials</p>	<p>Understanding that some materials are magnetic. Some materials are non-magnetic</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>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.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and describe the simple physical properties of a variety of everyday materials making links to their purpose.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the solid objects can be changed by squashing, bending, twisting and stretching.</p> <p>Describe how material's physical properties make it suitable for particular purposes.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe how some materials have magnetic properties.</p> <p>Recognise that soils are made from rocks and organic matter. There are three different rock types: sedimentary, igneous and Metamorphic.</p>	<p>Observe and explain how some materials change state when they are heated or cooled, (including links to the water cycle).</p>	<p>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>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p>	<p>Understanding that mirrors and lenses are used in a range of everyday objects, cars and on roads.</p> <p>Refraction is the bending of light as it passes from one transparent material to another.</p>
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Forces, magnets, electricity, Earth and space, changes in seasons	Understanding that weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Explore how an animal behaves in each season.	Describe in simple terms how fossils are formed. Recognise that soils are made from rocks and organic matter. Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.

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Light and sound	<p>Understanding that wearing hats and suncream will keep us safer in the sun.</p>	<p>Ways to stay safe include staying safe in strong sunlight (sun cream, sun hat and sunglasses).</p>		<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Recognise light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>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>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>