

	things that make them unique.	differences.		things. Observe animals and explain why different things occur. Talk about features of their own immediate environment.	similarities and differences. Know the reasons why people's lives were different in the past. Understand that people have different beliefs. Become familiar with basic scientific concepts.	features of their own immediate environment. Talk about past and present events. Know that the environment and living things are influenced by living things. Describe actions people do to maintain the area they live in.												
Year 1	<p><u>Plants and Seasonal changes (On-going throughout the year in each term)</u></p> <p>Identify and name 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, including trees (leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem)</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Animals, including humans (started)</u></p> <p>Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part is associated with which sense.</p>	<p><u>Everyday materials</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name everyday materials (wood, plastic, glass, metal, water and rock)</p> <p>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 the simple physical properties.</p>	<p><u>Animals, including humans (completed)</u></p> <p>Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p><u>Plants and Seasonal changes</u></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees (leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem)</p>		C	C	T2	C	C							
Year 2	<u>Living things and their Habitats</u>	<u>Animals, including humans</u>	<u>Use of everyday materials</u>	<u>Plants (Plants observed in natural habitat throughout the year)</u>	<u>Animals, including humans</u>		C	C	T2 T3	C	C	C						

	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</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 the different sources of food.</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p>									
<p>Year 3</p>	<p style="text-align: center;"><u>Rocks</u></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 style="text-align: center;"><u>Animals including Humans</u></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</p>	<p style="text-align: center;"><u>Forces and Magnets</u></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some</p>	<p style="text-align: center;"><u>Light</u></p> <p>Recognise that they need light 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 light from the sun can be dangerous and that</p>	<p style="text-align: center;"><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants. (roots, stem, leaves and flower).</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients</p>	<p>C</p>	<p>T2 T3</p>	<p>T2 T3</p>	<p>C</p>	<p>C</p>	<p>C</p>	<p>T2 T3</p>	<p>T1 T3</p>	<p>C</p>

		whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Recognise that sounds get fainter as the distance from the sound source increases.															
Year 5	<u>Properties and changes of materials</u> 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 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 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 associated with burning and the action of acid and bicarbonate of soda.		<u>Earth and space</u> 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.	<u>Forces</u> 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.	<u>Living things and their habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>Animals, including humans</u> Describe the changes as humans develop to old age.	-	C	T1 T3	C	C	C	C	T2 T3	C			
Year 6	<u>Living things and their habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and	<u>Evolution and inheritance</u> Recognise that living things have changed over time and that fossils provide information about living things that	<u>Light</u> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to		<u>Animals including humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels	<u>Electricity</u> Associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit.	-	C	C	C	T2	C	C	C	T2			

