



	Autumn		Spring		Summer	
Reception	Who lives in the woods? Hibernating hedgehogs Seasonal Changes (Autumn) Use our senses to explore the outdoor environment Our bodies.	Animals in stories Is it shiny? Materials Senses Colour mixing - predicting and experimenting.	Seasonal changes (winter) Comparing day and night Animals that come out at night Out in space – First man on the moon!	Seasonal changes (spring) Food and farming Growing beans Animals and their babies Food tasting & smelling.	Seasonal Changes (summer) Animals around the world On Safari Floating & sinking Life cycle of a butterfly	Sunflower challenge Flower families Caring for plants and flowers Who's in the garden? Fun in the sun Keeping safe in the sun Underwater sea creatures Natural phenomena, including shadows, reflections and echoes. How are shadows formed? How do shadows change?
Knowledge	Talks about similarities and differences between objects.	Identifies changes they notice	Describes the changes they notice	Begins to correctly represent things that they have observed in their drawings.	Begins to add more detail to their drawings.	Name and label features of their observations, including drawings.
ELG	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>					
Year 1	Animals including humans (Bodies and senses)	Everyday materials	Animals including humans (Animal groups)	Plants	Seasonal changes.	
Knowledge	<p>(A1) I can identify, name and draw the basic parts of the human body (inc. head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth).</p> <p>(A2) I know the 5 senses: touch, taste, smell, hearing and sight.</p> <p>(A3) I can identify which part of the body is associated with each sense.</p>	<p>(A1) I can distinguish between an object and the material from which it is made.</p> <p>(A2) I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>(A3) I can describe the simple properties of a variety of everyday materials using the scientific vocabulary: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>(A4) I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>(A1) I can identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals (including any kept as pets).</p> <p>(A2) I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>(A3) I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>(A4) I can identify, name, draw and label the basic parts of the human body and say which part of the</p>	<p>(A1) I can identify and name a variety of common wild and garden plants.</p> <p>(A2) I can identify and name some deciduous and evergreen trees.</p> <p>(A3) I can identify and describe the basic structure of a variety of common flowering plants, including trees (leaves, flowers/blossom), petals, fruit, root, bulb, seed, trunk, branches, stem).</p>	<p>(A1) I can observe and talk about the changes across four seasons.</p> <p>(A2) I can observe and describe weather associated with the seasons and how day length varies.</p>	

				body, is associated with each sense.		
Year 2	Using Everyday Materials	Animals including humans (growth)	Living things and their habitats	Living things and their habitats	Plants	Animals including humans
Knowledge	<p>(A1) I can identify and compare the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) for particular uses.</p> <p>(A2) I know that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>(A3) I know about the work of some scientists (John Dunlop or John McAdam) who developed useful new materials</p>	<p>(A1) I know that animals, including humans, have offspring which grow into adults.</p> <p>(A2) I can describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>(A3) I understand that reproduction and growth happens in animals and can recognise growth.</p> <p>(A4) I know the life cycle of either a frog, butterfly, or chicken.</p>	<p>(A1) I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>(A2) I can 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.</p> <p>(A3) I know that plants and animals depend on each other in habitats to survive.</p> <p>(A4) I can identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>(A5) I can 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>(A1) I know there are 3 parts to a seed (seed coat, embryo and endosperm) and can describe how a seed grows into a plant.</p> <p>(A2) I know and can name some parts of a bulb (3) (roots, tunic, basal plate, flower bud, scales) and I can describe how a bulb grows into a mature plant.</p> <p>(A3) I can find out and describe how plants needs water, light and a suitable temperature to grow and stay healthy.</p>	<p>(A1) I can describe the importance for humans of exercise.</p> <p>(A2) I can describe the importance for humans of eating the right amounts of different types of food.</p> <p>(A3) I can describe the important for humans of hygiene.</p>	
Year 3	Animals including humans (skeletons)	Animals including humans (nutrition)	Forces and Magnets	Light	Plants	Rocks
Knowledge	<p>(A1) I can name and compare the 3 different types of skeletons (endoskeleton, exoskeleton and hydrostatic).</p> <p>(A2) I can identify that, humans and some other animals, have skeletons and muscles for support, protection and movement</p>	<p>(A1) I know that animals cannot make their own food.</p> <p>(A2) I can identify that, animals including humans, need the right types of nutrition.</p> <p>(A3) I know that animals get nutrition from what they eat.</p>	<p>(A1) I can compare how things move on different surfaces.</p> <p>(A2) I notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>(A3) I know that magnets attract or repel each other and attract some materials and not others.</p> <p>(A4) I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and I can identify some magnetic materials.</p> <p>(A5) I know that magnets have two poles.</p> <p>(A6) I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>(A1) I can name at least 3 sources of light and can recognise that darkness is the absence of light.</p> <p>(A2) I know that light is reflected from surfaces and can give examples of reflective materials (3).</p> <p>(A3) I know that light from the sun is dangerous, I can say how to protect my eyes.</p> <p>(A4) I know that shadows are formed when light is blocked by an opaque object, I can give real life examples.</p> <p>(A5) I know that shadows can change and can talk about how to change the size of shadows.</p>	<p>(A1) I can identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers).</p> <p>(A2) I know the requirements for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>(A3) I know that water is transported within plants.</p> <p>(A4) I know that flowers play a part in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>(A1) I can compare and group together different kinds of rocks on the basis of their appearance and physical properties.</p> <p>(A2) I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>(A3) I know that soils are made from rocks and organic matter.</p>

Year 4	Animals including humans (digestion)	Animals including humans (teeth and food chains)	Sound	Electricity	Living things and their habitats	States of matter
Knowledge	<p>(A1) I can name the main body parts involved in the digestion process (Mouth, stomach, small and large intestine).</p> <p>(A2) I can describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>(A1) I can identify the different types of teeth in humans.</p> <p>(A2) I know the simple functions of each type of teeth in humans.</p> <p>(A3) I know that carnivores and herbivores have different teeth and I can explain why.</p> <p>(A4) I know how to look after my teeth and can give examples of what damages them.</p>	<p>(A1) I can identify how sounds are made, associating some of them with something vibrating.</p> <p>(A2) I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>(A3) I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>(A4) I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>(A5) I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>(A1) I can identify common appliances that run on electricity and name 5.</p> <p>(A2) I can construct a simple circuit and name the components; cells, wires, bulbs, switches and buzzer.</p> <p>(A3) I can identify if a bulb will light in a simple series circuit and can say why it will not.</p> <p>(A4) I recognise that a switch opens and closes a circuit and can use one to light a bulb.</p> <p>(A5) I can name at least 3 common conductors and 3 insulators.</p> <p>(A6) I know that metals are good conductors.</p>	<p>(A1) I know at least 5 characteristics of living things.</p> <p>(A2) I can recognise that things can be grouped in a variety of ways.</p> <p>(A3) I can use a classification key to group and identify living things in the local environment.</p> <p>(A4) I can create a simple key to identify things in the wider environment</p> <p>(A5) I recognise that environments can change and that sometimes this can pose dangers to living things, locally or wider.</p>	<p>(A1) I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>(A2) I know that some materials change state when they are heated or cooled.</p> <p>(A3) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
Year 5	Earth & Space	Forces	Properties and changes of materials	Living things and their habitat	Animals including humans	
Knowledge	<p>(A1) I can describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>(A2) I can 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>(A3) I can describe the movement of the moon relative to the Earth.</p> <p>(A4) I can describe the sun, Earth and moon as approximately spherical bodies.</p>	<p>(A1) I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>(A2) I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>(A3) I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>(A4) I know that Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p>	<p>(A1) I can compare and group together materials based on their properties including hardness, solubility, transparency, conductivity and response to magnets.</p> <p>(A2) I can name some materials (at least examples) that can dissolve in liquid to form a solution and describe methods to recover.</p> <p>(A3) I can explain how to separate materials using filtering, sieving and evaporating.</p> <p>(A4) I can explain that some changes are irreversible and they can result in the formation of new materials and I can give at least 2 examples of an irreversible change.</p> <p>(A5) I can give reasons for the particular uses of everyday materials and can justify my answers using evidence from tests.</p>	<p>(A2) I can describe the life processes of reproduction in some plants giving an example of sexual and asexual reproduction.</p> <p>(A2) I can describe the life cycle of a mammal and give an example.</p> <p>(A3) I can compare the life cycle of an insect and amphibian.</p> <p>(A4) I know the life cycle of a bird and can compare it to other life cycles.</p>	<p>(A1) I can describe the changes as humans develop to old age.</p> <p>(A2) I can describe the changes that are undertaken during puberty and understand that the body develops.</p> <p>(A3) I know that the final stage of the human life cycle is old age and I can discuss some (3) of the features of this development stage.</p> <p>(A4) I know that animals have different gestation periods and can name some (3).</p>	
Year 6	Animals including humans	Living things and their habitats	Electricity	Evolution and Inheritance	Light	
Knowledge	<p>(A1) I can identify and name the main parts of the human circulatory system.</p>	<p>(A1) I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>	<p>(A1) I know that the brightness of a lamp or the volume of a buzzer is associated with the</p>	<p>(A1) I know 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>(A1) I know that light appears to travel in straight lines.</p>	

	<p>(A2) I can describe the functions of the heart, blood vessels and blood.</p> <p>(A3) I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>(A4) I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions</p>	<p>including micro-organisms, plants and animals.</p> <p>(A2) I can classify plants and animals based on specific characteristics and give reasons for this.</p> <p>(A3) I can talk about the work of scientist Carl Linnaeus a pioneer of classification.</p>	<p>number and voltage of cells used in the circuit.</p> <p>(A2) I can 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>(A3) I can use the recognised symbols when representing a simple circuit in a diagram.</p>	<p>(A2) I know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>(A3) I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>(A4) I know that variation in offspring over time can make animals more or less able to survive in particular environments.</p> <p>(A5) I can talk about the work of palaeontologist Mary Anning.</p> <p>(A6) I can discuss how Charles Darwin and Alfred Wallace developed their own ideas on evolution.</p>	<p>(A2) I can 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>(A3) I can 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>(A4) I can use the idea that light travels in a straight line to explain why shadows have the same shape as the objects that cast them.</p>
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