



	Autumn		Spring		Summer	
<b>FS</b>	Senses What do we look like?	<ul style="list-style-type: none"> <li>I can explore materials with similar and/or different properties.</li> <li>I can explore natural materials inside and outside.</li> </ul>	Materials	<ul style="list-style-type: none"> <li>I can notice features of objects in the environment.</li> <li>I can use all my senses in hands-on exploration of natural materials.</li> <li>I can explore how things work.</li> </ul>	Plants, growth and minibeasts Life cycles	Forces Push and pull
	<ul style="list-style-type: none"> <li>I show an interest in plants and animals.</li> <li>I enjoy playing with small world reconstructions.</li> </ul>	<p style="text-align: center;"><b>FS2</b></p> <ul style="list-style-type: none"> <li>I enjoy exploring the natural world around me.</li> </ul>	<p style="text-align: center;"><b>FS2</b></p> <ul style="list-style-type: none"> <li>I enjoy exploring changing states of matter e.g., melting ice.</li> </ul>	<p>I can talk about what I see. I am interested in plants and animals and am beginning to understand that we need to take care of them.</p> <p style="text-align: center;"><b>FS2</b></p> <ul style="list-style-type: none"> <li>I can describe what I see, hear, and feel whilst outside.</li> <li>I recognise that some environments are different to the one in which I live.</li> <li>I can talk about the need to respect and care for the natural environment and all living things.</li> <li>I understand the effect of changing seasons on the natural world around me.</li> <li>I understand and can talk about the life cycle of a plant and animal.</li> </ul> <p>I know how to take care of plants and animals.</p>	<p>I can talk about what I see. I can explore and talk about different forces I can feel. I can talk about what I see, using a wide vocabulary.</p> <p style="text-align: center;"><b>FS2</b></p> <ul style="list-style-type: none"> <li>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</li> <li>I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</li> </ul>	Processes and changes Changing state- freezing and melting Seasons and weather
	<p style="text-align: center;"><b>FS2</b></p> <ul style="list-style-type: none"> <li>I understand the need to respect and care for the natural environment and all living things.</li> </ul> <p>I know that there are different seasons and can name them.</p>				<ul style="list-style-type: none"> <li>I can talk about the differences between materials and changes they notice.</li> <li>I can talk about and describe key features of the life cycle of a plant and an animal.</li> <li>I am beginning to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p style="text-align: center;"><b>FS2</b></p> <ul style="list-style-type: none"> <li>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</li> <li>I can increase my knowledge of the world using non-fiction texts and technology.</li> </ul>	

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<b>Year 1</b>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <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>	<p><b>Space and Materials</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>		<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</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> </ul>
<b>Year 2</b>	<p><b>Living things and their Habitats</b></p> <ul style="list-style-type: none"> <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 and describe how different habitats provide for the</li> </ul>	<p><b>Animals Including Humans</b></p> <p>notice that animals, including humans, have offspring which</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>		

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<ul style="list-style-type: none"> <li>• basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats</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 sources of food</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	
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<b>Year 3</b>	<p style="text-align: center;"><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>	<p style="text-align: center;"><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <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>	<p style="text-align: center;"><b>Light and Shadows (Tombs, Torches and Timekeepers)</b></p> <ul style="list-style-type: none"> <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> </ul>	<p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <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> </ul>	<p style="text-align: center;"><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to</li> </ul>

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			<ul style="list-style-type: none"> <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 an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>		<ul style="list-style-type: none"> <li>a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> <li></li> <li></li> </ul>
<b>Year 4</b>	All Living Things Habitats of different animals	States of Matter (volcanoes and chocolate)	Animals Including Humans	Sound <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> </ul>	Electricity (miners Lamps)

<ul style="list-style-type: none"> <li>recognise that living things 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 style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different</li> <li>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>	<ul style="list-style-type: none"> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>recognise that a switch opens and closes a circuit</li> </ul>
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					<p>and associate this with whether or not a lamp lights in a simple series circuit</p> <ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
<b>Year 5</b>	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and</li> </ul>	<p>Forces</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>	<p>Earth and Space</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> </ul>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <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> </ul>	<p>Animals including humans</p> <p>How do we change over time?</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>

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		<ul style="list-style-type: none"> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller</li> </ul>	<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>	<ul style="list-style-type: none"> <li></li> </ul>	
	<ul style="list-style-type: none"> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>		<ul style="list-style-type: none"> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<p>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> <ul style="list-style-type: none"> <li></li> </ul>

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