	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living things Habitats	Understanding the world 30-50 months: • (16) Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world. • (17) Can talk about some of the things they have observed such as plants, animals, natural and found objects. • (18) talk about why things happen and how things work. • (19) Developing an understanding of growth,		Know what animals need to stay alive. Understand and use terms living, dead, never alive and use them to group/compare objects. Understand that living things adapt to their habitat – Give some e.gs of plant and animal adaptation from habitats studied. Identify and name key animals and plants in habitats studied.		Know how to group living things in a variety of ways. Use classification keys to group and identify animals and plants: Locally (field work) Regionally (field work) Nationally and globally (research) Understand habitat change and effects on eco-system.	Know the life cycles of different animal types: Mammals. Amphibious. Insects. Birds. Identify reproduction processes of different living things – animal and plants – sexual/asexual.	Within habitats studied in fieldwork and research based topics know how to classify plants and animals into groups based on observable characteristics Use ID keys, Know relevant classification groupings e.g. vertebrate/invertebrate, molluscs, crustaceans etc. Group plants and animals giving reasons why.
Seasons	decay and changes over time. • (20) Shows care and concern for living things and the environment. 40-60+ months: • (21) looks closely at similarities, differences, patterns and change.	Observe changes across four seasons. Describe weather in each season, effects on plants/animals and length of day					

Plants	Identify and name plants – garden and wild. Know differences between identity and name e.g. of deciduous and evergreen tree, oak and spruce. Know the structure of flowering plants – roots, stem, leaves, flowers/seeds. Know what a seed is and identify some seeds (including bulbs). Know and use accurate flowering vocabulary: deciduous, evergreen, root, stem, trunk, leaf, branch, flower, and petal.	Observe and describe how seeds and bulbs grow into mature plants. Investigate and know requirements for a plant to stay healthy – water, light, nutrients and appropriate temperatures. Vocab: germination, seed, bulb, nutrients.	Revise parts of the flowering plant. Explore differences in requirements for plants to grow and live. Know how water is transported in plants and investigate this. Know how flowers work and parts of a flower. Know job of different parts of a plant.			
Animals	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Know about life cycles of a range of animals including humans. Describe ways for humans to stay healthy e.g balanced diet, exercise and hygiene.	Know that animals need to eat plants or animals and cannot make their own food from the sun like plants. Name food types required for balanced/healthy diet humans and compare dietary requirements for animals. Know role of bones — support and protection and muscles — movement and how they work together.	Identify parts of the human digestive system and give a simple description of how they work. Identify different types of teeth and know their function. Construct and use food chains to explain inter dependence of animals/plants. Use language of predator, prey, consumer and producer.	Describe life cycle of humans – Birth > Old age. Know about gestation period of different animals. Understand what puberty is and changes experienced.	Identify and name the parts of the human circulatory system. Describe the functions of the heat/blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyles on their bodies. Describe the way a variety of animals transport water and nutrients around their body (including humans).

Materials	Exploring and using media and	Know that objects are made		Know simple properties of	Compare and group	
	materials	from materials.		solids, liquids and gases.	materials dependent upon	
and change	30-50 months:				their properties including:	
•	 (18) beginning to be interested in and describe 	Identify and name materials in common objects.		Use these properties to group materials.	Magnetic/non magnetic	
	the texture of things.	in common objects.		group materials.	iviagnetic/non magnetic	
	the texture of things.	Describe simple properties		Observe changes in state.	Conductors/Insulators	
		of everyday materials e.g.			·	
		rough, smooth, dull, shiny,		Understand relationship of	Know that some materials	
		flexible/not flexible.		state to temperature.	dissolve in liquid forming a	
		Compare and group objects		Measure and record	solution (using vocabulary –	
		and materials according to properties.		Measure and record temperatures at which	solution, solvent, solute).	
		properties.		materials change state.	Demonstrate that	
				materials change state.	dissolving, mixing and	
				Know what evaporation and	changes of state are	
				condensation are.	reversible changes.	
				Use states of matter and	Separate mixtures using	
				understand of evaporation and condensation to explain	prior knowledge of solids, liquids and gases and use	
				the water cycle.	this to explain their choice	
					and method of separation	
				Know effect of temperature	(filtering, sieving and	
				on the water cycle.	evaporating).	
					Understand that permanent changes mean a new	
					substance has been created	
					and cannot usually be	
					reversed e.g. burning,	
					mixing acid with	
					bicarbonate of soda.	
					Circumstantian and	
					Give reasons for usage of materials dependent upon	
					properties.	
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Rocks			Know what soil is made of.			
			Know that soils are different			
			depending on locality and			
			rock base.			
			Compare and group rocks of			
			physical properties.			
			Describe how fossils are			
			formed and that once living			
			things are trapped in rock.			
			amigo are trupped in rock.			

Light		Know that light is necessary	Light travels in straight lines.
Light		know that dark is absence of light. Know that light is reflected from objects into our eyes when we see them. Know how shadows are formed. Know and use terms — transparent, opaque and translucent. Know how shadows change shape and size. Know that light from the sun can be dangerous and how to protect eyes.	Use this idea to explain how our eyes see things. Explain how this idea explains shadow formation.
Earth and Space		th Sy Det th Det Exex	escribe the movement of the planets of the Solar system around the Sun. escribe the movement of the Moon around the Earth. escribe the Sun, Moon, the arth as approx. Spherical todies. explain Day and Night and explain apparent movement of the Sun across the Sky.
Sound	Explore production of sound linked to music	Know that objects/materials vibrate. Know that vibrations travel through different mediums. Know that vibrations enter our ear for us to hear and that the further away they are the fainter they get. Investigate the effect that varying features of a sound source on the pitch of a sound – Notice patterns.	

				Investigate effect of varying the type, direction and distance of a sound source on the volume and strength of a sound.		
Forces	Make observations and question forces linked to changing shape and direction of materials. Eg, pulling, pushing and twisting materials.		Know, describe and compare effects of friction on objects moving across different surfaces. Know that a force is a push or a pull – mostly requiring contact between objects. Know that magnets can push/pull over a distance without contact. Know that magnets do not attract all materials and use terms magnetic/nonmagnetic to describe and sort materials. Make observations about different types/strengths of magnets and pushes/pulls. Know about polarity of magnets and effects of polarity on attraction/repulsion of other magnets.		Explain that gravity causes unsupported objects to fall towards Earth. Identify the effects of forces acting upon a moving body – air resistance, water resistance, friction. Recognise that levers, pulleys and gears allow a smaller force to have a greater effect. Investigate how to alter the effects of levers, gears and pulleys.	
Electricity				Name common appliances that run on electricity. Construct a simple series circuit and identify and name each part. Draw and label a circuit diagram for a simple series circuit. Know that a complete circuit is needed to make a component work and predict which circuits will not therefore work.		Associate brightness of a bulb, loudness of a buzzer with the voltage of the power supply. Know what a battery cell is. Alter how components function including brightness/volume, use of switches and explain variations. Use and recognise meaning of circuit diagrams.

			Know that a switch makes or breaks a circuit and use one in a series circuit. Know and use terms conductor and insulator in electrical terms and name some of each. Associate metals with being good conductors	
Humans and Inheritance				Recognise effects of evolution on living things. Recognise the importance of the fossil record in tracking this. Recognise that living things give birth to their own species, but with individual differences. Understand that living things adapt to their environment and that this may lead to evolution.