

Year 1				
Animals Including Humans - body parts and the senses Identify, name, draw and label the basic parts of the human body and say which is associated with each sense.	Everyday Materials Distinguish between an object and the material from which it is made. 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. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Animals Including Humans - animal groups 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)	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants. Identify and name the roots, trunk, branches and leaves of trees.	
Plants Many plants change in appearance over the year - losing leaves, buds developing into flowers, flowers developing into seeds or berries. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification.				
Seasonal Change Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.				

Year 2				
Animals including humans Notice that animals including humans, have offspring which grow into adults. Find out and describe the basic needs of animals including humans, for survival. (Water, food, air.) Describe the importance for humans of exercise, eating, the right amounts of different types of food, and hygiene. Plants Observe and describe how seeds and bulbs grow into mature plants.	Uses of Every Day Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.	Living things in their habitat (including microhabitats) Explore and compare the differences between things that are living, dead and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats including micro-habitats. Describe how animals obtain their food from other plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
Plants Seeds and bulbs need to be planted at different times of the year (bulbs in Autumn and seeds, generally, in Spring). For these to reach full maturity, they need to complete their life cycle. This will be determined by the plant, not the time allocated to the topic. Once planted, the beds will need to be visited regularly to weed and make observations of growth.				

While learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year - losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification.

Living things and their habitats

Animals visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of the animals in a habitat. The habitat should be visited at different times throughout the year.

Year 3				
Animals, including humans Identify that animals, including humans, need the right types of and amount of nutrition, and that they cannot make their own food: they get their nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Forces & Magnets Compare how things move on different surfaces 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 materials and not others Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Predict whether two magnets will attract or repel each other, depending on which pole are facing	Plants Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers 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 Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Light Recognise that we need light in order to see things Notice that light is reflected from surfaces Recognise that light from the sun is dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from the light source is blocked by a solid object Find patterns in the way that the size of shadows change	Rocks & Soils Compare and group different types 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. Recognise that soils are made from rocks and organic matter.
Plants Many plants have an annual cycle - having buds, flowers, seeds/berries at certain times in the year. Pupils should therefore visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc. This evidence can then be reviewed at the end of the year to exemplify a range of plants' life cycles. This topic is best taught in the summer term when there is sufficient light in the classroom to grow seedling and plants as part of enquiry work.				
Links can be made between the Plants and Rocks topics. The ordering is not significant, but the links should be made explicit for the children by the teacher.				

Year 4				
Animals including Humans	Living Things and Their Habitats	States of Matter	Sound	Electricity
Describe the simple functions of the basic parts of the digestive system in humans.	Recognise that living things can be grouped in a variety of ways.	Compare and group materials together, according to whether they are solids, liquids or gases.	Know how sound is made associating some of them with vibrating.	Identify common appliances that run on electricity.
Identify the different types of teeth in humans and their simple functions.	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.	Know what happens to a sound as it travels from its source to our ears.	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
Construct and interpret a variety of food chains, identifying producers, predators and prey	Recognise that environments can change and that this can sometimes pose danger to living things.	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know how sound travels from a source to our ears.	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.
			Know the correlation between pitch and the object producing a sound.	Recognise that a switch opens and closes the circuit and associate this with whether or not a lamp lights in a simple series circuit.
				Recognise some common conductors and insulators, and associate metals with being good conductors.
				Safety when using electricity.
Living things and their habitats While learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year - losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification. Animals visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of the animals in a habitat, the habitat should be visited at different times throughout the year				

Living things and their habitats

Pupil should be taught to construct and interpret a variety of food chains, identifying producers, predators and prey. This statement is within the Animals, including humans topic. In order to construct food chains based on their first-hand experience, this statement should be taught after they have visited a habitat to name and identify the plants and animals. Animals, including humans Pupil should be taught to construct and interpret a variety of food chains, identifying producers, predators and prey. In order to construct food chains based on their first-hand experience, this statement should be taught after they have visited a habitat to name and identify the plants and animals as part of the Living things and their habitats topic. Teaching pupils to identify producers, predators and prey represents an opportunity for pupils to apply their knowledge of the function of teeth. Consequently, it makes sense to teach the statement 'construct and interpret a variety of food chains, identifying producers, predators and prey' after learning about teeth within the Animals, including humans topic.

Year 5				
Living Things and Their Habitats Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird. Know the process of reproduction in plants. Know the process of reproduction in animals.	Animals including Humans Describe the changes as humans develop to old age. The content in this topic is small and therefore requires less time to cover adequately than other topics.	Properties and changes of materials Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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.	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Earth and Space 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 Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Properties and changes of materials There is a lot of content to cover in this topic and therefore more time should be allocated to allow for sufficient coverage. Schools may choose to separate the content into more than one topic e.g. properties of materials and changes of materials.				

Year 6				
Living Things and their Habitats Classify living things into broad groups according to observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics.	Animals including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Evolution and Inheritance Know about evolution and can explain what it is. Know how fossils can be used to find out about the past. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Light Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.	Electricity 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.