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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 |  | Working Scientifically | Use of Everyday Materials | Forces and Magnets | States of Matter | Properties of Materials | Healthy Bodies |
| Autumn 2 |  | Seasonal Change | Living Things and their Habitats | Rocks & Soils | Sounds | Changes to Materials | Electricity |
| Autumn Milestones |  | Ask simple questions and recognising that they can be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Identify and classify  Use observations and ideas to suggest answers to questions  Gather and recording data to help in answering questions.  Observe and record changes in the amount of day and night time between the seasons.  Observe and describe weather change associated with the seasons.  Show understanding of the impact on people and plants resulting from seasonal change. | 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.  Explore and compare the differences between things that are living, dead, and things that have never been alive.  Identify and name a variety of plants and animals in their habitats, including micro-habitats. | Notice that magnetic forces can act without direct contact, unlike most other forces.  Compare and group together 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, for example, which way the poles are facing.  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.  Recognise that soils are made from rocks and organic matter. | Compare and group materials together, according to whether they are solids, liquids or gasses, exploring the effect of temperature on substances such as chocolate.  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Identify how sounds are made, associating some of them with something vibrating, for example, in different musical instruments.  Identify patterns in the sounds that are made by different objects.  Identify patterns between the volume of a sound and the strength of the vibrations that produced it, recognising that sound gets fainter as the distance from the sound source increases. | Compare & group everyday mats on the basis of their properties, inc. their hardness, solubility, transparency, conductivity (electrical & thermal), & 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. | Identify and name the main parts of the human circulatory system.  Describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and life style on the way their bodies function.  Describe the ways in which nutrients and water are transported within animals, including humans.  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of the cells used in the circuit.  Compare and give reasons for variations in how components function.  Use recognized symbols when representing a simple circuit in a diagram. |
| Spring 1 |  | Animals including Humans | Animals including Humans | Animals including Humans | Electricity | Forces | Classifying Organisms |
| Spring 2 |  | Every Day Materials | Plants | Light | Animals including Humans | Living Things and their Habitats | Light |
| Spring Milestone |  | 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.  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  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. | Observe that animals, including humans, have offspring which grow into adults.  Describe the basic needs of animals, including humans, for survival e.g. the need for water, food and air.  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. e.g. for nutritional purposes.  Can list/draw the things an animal needs to live/survive and understand that they live in different habitats.  Describe how seeds and bulbs grow into mature plants e.g. Seeds and bulbs need water to grow but most do not need light.  Describe how plants need water, light and a suitable temperature to grow and stay healthy e.g. says that a plant will die without water. | 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.  Know the main body parts associated with the skeleton & muscles, understanding how different parts of the body have special functions e.g. muscles for movement.  Recognise that we need light in order to see things but that light from the sun can be dangerous & that dark is the absence of light.  Know that light is reflected from surfaces & that shadows are formed when the light from a light source is blocked by a solid object. | Identify common appliances that run on electricity.  Identify and name the basic parts of a simple series electric circuit, including cells, wires, bulbs, switches and buzzers.  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.  Recognise that a switch opens and closes a circuit and associate this with whether or not the lamp is part of a complete loop with a battery.  Recognise some common conductors and insulators and associate metals with being good conductors.  Describe the simple functions of the basic parts of the digestive system in humans.  Identify the different types of teeth in humans and their simple functions; finding out what damages teeth and how to look after them.  Construct and interpret a variety of food chains, identifying producers, predators and prey. | Identify the effect of air resistance.  Identify the effects of water resistance  Identify the effects of air friction.  Recognise that some mechanisms allow a smaller force to have a greater effect.  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. | Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.  Recognise that light appears to travel in straight lines.  Use the idea that light appears to travel 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 shadows. |
| Summer 1 |  | Plants | Plants | Plants | Living Things and their Habitat | Earth and Space | Evolution and Inheritance |
| Summer 2 |  | Working Scientifically | Environments | Working Scientifically | Working Scientifically | Animals including Humans | British Scientists and Inventors |
| Summer Milestones |  | 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, including trees.  Ask simple questions and recognising that they can be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Identify and classify  Use observations and ideas to suggest answers to questions  Gather and recording data to help in answering questions. | Describe how seeds and bulbs grow into mature plants e.g. Seeds and bulbs need water to grow but most do not need light.  Describe how plants need water, light and a suitable temperature to grow and stay healthy e.g. says that a plant will die without water.  Identify that most living things live in habitats to which they are suited e.g. on the seashore, in woodland, in the ocean, in the rainforest.  Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. | Identify & describe the functions of different parts of flowering plants: roots, stem/trunk, leaves & flowers.  Know the requirements of plants for life and growth.  Describe the way in which water is transported within plants.  Understand the part that flowers play in the life cycle of flowering plants.  Use straightforward scientific evidence to answer questions, or to support their  Findings.  Present simple data in a variety of ways, using that data to identify findings. Choose, from a list, at least one variable that needs to be kept the same in an investigation to make it a fair test.  Identify straightforward patterns in observations or in data presented in tables, pie and bar charts.  Choose correct equipment from a given list (or set), or content from information provided, to investigate a question/idea. | Recognise a variety of ways in which living things can be grouped.  Use classification keys to help group, identify and name a variety of living things.  Recognise that environments can change and that this can sometimes pose dangers to living things.  Recognise scientific evidence that is for or against an argument, or supports a scientific idea or not.  Use results to draw simple conclusions, make predictions for new values, suggest  Improvements and raise further questions  Identifying differences, similarities or changes related to simple scientific ideas and processes. Draw tables & bar charts to present simple data. | 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.  Understand the changes that happen as humans grow older. | Understand that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  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 i different ways and that adaptation may lead to evolution |