



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Grow plants</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. (Reception – Living things and their habitats)</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Linked to topic (Living things and their habitats)</p> <ul style="list-style-type: none"> • Understand the effect of changing 	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Linked to topic (Living things and their habitats)</p>	<p>Describe the life process of reproduction in some plants and animals</p> <p>Linked to topic (Living things and their habitats)</p>	<p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Linked to topic (Living things and their habitats)</p>



		seasons on the natural world around them. (Reception – Seasonal changes)			plants, including pollination, seed formation and seed dispersal.			
Animals including humans	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Describe how animals obtain their food from</p>	<p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Describe the changes as humans develop to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals. (Linked to - Living things and their habitats topic)</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Describe how living things are</p>



			the basic parts of the human body and say which part of the body is associated with each sense.	plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Linked to - Living things and their habitats)				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. . (Linked to - Living things and their habitats topic)
Evolution and inheritance	Begin to understand the need to respect and care for the natural environment and all living things. (Linked to Living things and their habitats)	Recognise some environments that are different to the one in which they live. (Linked to Living things and their habitats)	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	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	Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Linked to Rocks) Explore the part that flowers	Recognise that environments can change and that this can sometimes pose dangers to living things. (Linked to - Living things and their habitats)	Describe the life process of reproduction in some plants and animals. Linked to - Living things and their habitats)	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.



			<p>kinds of animals and plants, and how they depend on each other. (Linked to Living things and their habitats)</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Linked to Animals, including humans)</p>	<p>kinds of animals and plants, and how they depend on each other. (Linked to Living things and their habitats)</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Linked to Animals, including humans)</p>	<p>play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Linked to Plants)</p>			<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p>Living things and their habitats</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Plants Topic)</p> <p>Identify and describe the basic structure of a variety of</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms,</p>



	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Recognise some environments that are different to the one in which they live</p>	<p>common flowering plants, including trees. (Topic - Plants)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Topic - Animals including humans)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Topic - Animals including humans)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians,</p>	<p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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>Notice that animals,</p>		<p>local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. (Topic- Animals, including humans)</p>		<p>plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Linked to Evolution and inheritance)</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)</p>
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			<p>reptiles, birds and mammals, including pets). (topic - Animals, including humans)</p> <p>Observe changes across the four seasons. (Topic - Seasonal change)</p>	<p>including humans, have offspring which grow into adults. (Topic - Animals including humans)</p>				
Electricity	Explore how things work.					<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off</p>



						<p>the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
Forces	<p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>		<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Linked to - Uses of everyday materials)</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance,</p>	



				<p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
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Earth and space		<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies. (Linked to Seasonal changes)</p>				<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <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>	
Sound	Explore how things work	Describe what they see, hear and feel whilst outside.	Identify, name, draw and label the basic parts of the human body and say which part of			Identify how sounds are made, associating some of them		



			the body is associated with each sense. (Topic - Animals, including humans)			with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.		
Light	Explore how things work.	Describe what they see, hear and feel whilst outside.	Identify, name, draw and label the basic parts of the human		Recognise that they need light in order to see things and that	Compare and group together everyday materials on the	Recognise that light appears to travel in straight lines.	



	Talk about the differences in materials and changes they notice		<p>body and say which part of the body is associated with each sense. (Topic - Animals, including humans)</p> <p>Describe the simple physical properties of a variety of everyday materials. (Topic - Materials)</p>		<p>dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials)</p>	<p>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>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	
Materials	Use all their senses in hands-on exploration of natural materials.	Explore the natural world around them. Describe what they see, hear	Distinguish between an object and the material from which it is made.	Identify and compare the suitability of a variety of everyday materials,	Compare and group together different kinds of rocks on the basis of their appearance and	Compare and group materials together, according to whether they	Compare and group together everyday materials on the basis of their properties,	



	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice</p>	<p>and feel whilst outside</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Topic - Rocks)</p> <p>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. (Topic- Forces and magnets)</p>	<p>are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative</p>	
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						(Topic - Electricity)	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. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	
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	1 year cycle where necessary	3 year cycle of 2 repeating curriculums (1 is repeated)		3 year cycle following KS2 years 3-5
Content	<p>Reception and Nursery Links</p> <ul style="list-style-type: none"> - All About Me - Different Animals and where they live 	<p>Year 1 and 2 Links :</p> <ul style="list-style-type: none"> - Animals and Humans: Dentists, Healthy eating, The hospital, Babies - Animals and Habitats: Zoo, The Hungry Caterpillar, - Everyday Materials: Recycling materials, - Plants: plants –Jaspars Seeds, Jack and The Beanstalk, -Space : Space Sun and Moon, 		<p>Following year group curriculum plan:</p> <p>2021-22 Year 4 2022-23 – Year 5 2023-24 Year 3 2024-25 Year 4</p> <p>Year 6 curriculum added where appropriate</p>
	<p>Stage 1 - Pre EYFS links</p>	<p>Stage 2 – EYFS links</p>	<p>Stage 3 KS1 links</p>	<p>Stage 4 Lower KS2 links</p>
Outcomes	<ul style="list-style-type: none"> • Build upon own experiences. • Take part in scientific enquiry by exploring people, materials and other living things and respond to sensory experiences. 	<ul style="list-style-type: none"> • Become familiar with some scientific language • Become aware that their actions have consequences • Begin to collect evidence as part of scientific enquiry 	<ul style="list-style-type: none"> • Record and communicate their ideas and data such as drawings, objects, symbols. • Begin to evaluate evidence • Answer simple scientific questions and use scientific language • Develop their understanding of the world by using their senses, observing and exploring • With support, take part in investigations about living things, materials and phenomena. • Gain greater awareness of life processes and of themselves as growing and changing individuals 	<ul style="list-style-type: none"> • Learn about a wider range of living things, materials and phenomena • Carry out investigations with others and collect evidence (supported if necessary) • Record results using symbols, objects, numerical data and communicate what they have done and what happened. • Use scientific language and answer questions • Consider if tests are fair or unfair • Link their scientific knowledge to their everyday experience