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	FS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Changes	Understand some important processes and changes in the natural world around them. (Changing seasons – Autumn walks/hunt) (Changing seasons – Spring walks/hunt) (Changing seasons – Summer walks/hunt)	•Observe changes across the four seasons. •Observe and describe the weather within the seasons and how the length of the day's change.					
Plants	Growing and planting (Life-cycle of plants, caterpillars and hatching ducklings). Explore the natural world around them, making observations and drawing pictures of animals and plants (ZooLab, Hoo Zoo)	•Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. •Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.	•Observe and describe how seeds and bulbs grow into mature plants. •Find out and describe how plants need water, light and the right temperature to grow and stay healthy.		•Identify and describe 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		

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					•Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		
Animals including Humans	-Explore the natural world around them, making observations and drawing pictures of animals (Nocturnal animals, Battlefield Falconry, Forest School) Explore the natural world around them, making observations and drawing pictures of animals and plants (ZooLab, Hoo Zoo)	•Identify and name lots of common animals including fish, amphibians, reptiles, birds and mammals. •Identify and name lots of common animals that are carnivores, herbivores and omnivores. •Describe and compare lots of common animals (fish, amphibians, reptiles, birds and mammals, including pets) by how they look and how they move. •Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	•Understand that animals, including humans, have offspring (babies) which grow into adults. •Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). •Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (being clean).	•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. •Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	•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. Construct and interpret a variety of food chains, identifying producers, predators and prey.	•Describe the changes as humans develop to old age.	•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.

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Living things and Habitats	Know some similarities and differences between the natural world around them and contrasting environments (Handa's Noisy Night) (Google Maps, different regions of the world, Planetarium). (Link to Little Red and the Very Hungry Lion) (Create a map for Little Red)		•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 different plants and animals in their habitats, including micro-habitats. Describe how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		•Recognise that living things can be grouped in a variety of ways. •Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. •Recognise that environments can change and that this can sometimes pose dangers to living things.	•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.

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Materials, properties, states of matter	Changes states of matter (Winter walk/ice/snow)	•Understand the difference between an object and the material from which it is made. •Identify and name lots 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.	•Identify and compare how different materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are used because of their properties. •Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		•Compare and group materials together, according to whether they are solids, liquids or gases. •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). •Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	•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. •Understand 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	

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						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.	
Forces	Explore different forces they can feel such as, magnetic attraction and repulsion.			•Compare how things move on different surfaces. •Understand 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		•Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. •Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	

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				others. •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. •Describe magnets as having two poles. •Predict whether two magnets will attract or repel each other, depending on which poles are facing.		•Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Light				•Recognise that they need light in order to see things and that dark is the absence of light. •Understand that light is reflected from surfaces. •Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.			•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

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				•Recognise that shadows are formed when the light from a light source is blocked by a solid object. •Find patterns in the way that the size of shadows change.			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.
Electricity					•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. •Identify whether 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		•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.

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					whether a lamp lights in a simple series circuit. •Recognise some common conductors and insulators, and associate metals with being good conductors.		
Rocks				•Compare and group together different kinds of rocks based on 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.			
Sound				•Identify how sounds are made, associating some of them with something vibrating. •Recognise that vibrations from sounds travel through a medium to the ear.			

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				•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.			
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.	

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						•Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
Evolution and Inheritance							•Recognise 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 in different ways and that adaptation may lead to evolution.
Vocabulary		Leaves, blossom, petals, roots, buds, bulb, trunk, branches, stem, evergreen, garden	Observation, growth, compare, record, seeds, bulbs, temperature, roots, stem, predict,	Air, Light, Water, Nutrients, Soil, Reproduction, Transportation,	Herbivore, Carnivore, Digestive system, tongue, mouth, teeth, oesophagus, stomach, gall	Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth,	Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains,

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		plants, deciduous, wild plants, seeds, wild plants, garden plants Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow. Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,	leaf, flower, measure, diagram, measure, comparative tests, life cycle, life process, germinate, grain Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade, Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade, Force, push, pull, surface, attract, repel, compass. Waterproof, fabric, rubber, cars, macadamisation, rock, paper,	Dispersal, Pollination, Flower. Photosynthesis Energy Growth Carbon dioxide Oxygen Sugar material Nutrients, nutrition, carbohydrates, protein, fats, vitamins, minerals, water, fibre, skeleton, bones, joints, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates, muscles, contract, relax, Force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compass. Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent.	bladder, small intestine, pancreas, large intestine, liver, tooth, canine, incisor, molar, premolar, producer, consumer. Electricity, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, conductor. Environment, flowering, non-flowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation. Amplitude, volume, quiet, loud, ear, pitch, high, low, particles, instruments, wave. Solid, liquid, gas, particles, state,	Development, Puberty Environment, flowering, non-flowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation. Sexual, asexual, reproduction, cell, fertilisation, pollination, male, female, pregnancy, gestation, young, mammal, metamorphosis, amphibian, insect, egg, embryo, bird, plant. Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, force, push, pull, opposing, streamline, brake, mechanism, lever, cog, machine, pulley.	crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, conductor. Variation Organisms Populations. Classification Characteristics Environment, flowering, non-flowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation. Classify, compare, bacteria, microorganism, organism, invertebrates, vertebrates, Linnaean. Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics

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			cardboard, wood, metal, plastic, glass, brick, twisting, squashing, bending, matches, cans, spoons,	Rocks, igneous, metamorphic, sedimentary, anthropic, permeable, impermeable, chemical fossil, body fossil, trace fossil, Mary Anning, cast fossil, mould fossil, replacement fossil, extinct, organic matter, top soil, sub soil, base rock	materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection, Solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection,	Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, waxing, waning, crescent, gibbous. Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, planets, solar system, day, night, rotate, orbit, axis, spherical, geocentric, heliocentric	
Visits/ Visitors, Outdoor learning/	• Nocturnal animals – battlefield falconry • Seasonal walks • Planetarium • Lifecycles – hatching caterpillars, ducks. • ZooLab, Hoo Zoo	• Seasonal observational walks • Gardening, growing plants, forest schools.	• Home Farm visit – Attingham Park • Career focus – visitors to talk about their jobs. • Growing plants.	• Rock hunts/Search. • Shadow stick and light investigations.	• Whixall Moss Visit. • Rainforest Lady – animals, habitats. • Visit to a farm and Alderford Lake.	• London trip: Science museum. • Visit to local allotment. • Lifecycles – hatching chicks, tadpoles.	• Shropshire Hills Discovery Centre, Craven Arms • ZooLab