| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **WORKING SCIENTIFICALLY** | **WORKING SCIENTIFICALLY** | **WORKING SCIENTIFICALLY** | **WORKING SCIENTIFICALLY** | **WORKING SCIENTIFICALLY** | **WORKING SCIENTIFICALLY** | **WORKING SCIENTIFICALLY** |
| Ask simple questions and make observations.  Begin to use scientific words. | Observe closely using simple equipment and perform simple tests. | Gather and record data to help answer questions.  Use observations and ideas to suggest answers. | Set up simple practical enquiries and comparative fair tests  Use scientific evidence to answer questions and support findings. | Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use results to draw simple conclusions and report findings. | Use test results to make predictions to set up further comparative and fair tests.  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, take repeat readings when appropriate. | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Use test results to make predictions to set up further comparative and fair tests.  Report and present findings. |
| **Humans** | **Animals including Humans** | **Animals including Humans** | **Animals including Humans** | **Animals including Humans** | **Animals including Humans** | **Animals including Humans** |
| Talk about similarities and differences between people | Identify and name a variety of common animals including fish, amphibians, birds and mammals.  Identify and name basic parts of the human body and senses. | Know animals including humans have offspring  Know the basic needs of animals including humans for survival. | Know animals including humans need the right amount of nutrition.  Humans and some animals have skeletons for support, protection and movement. | Make and interpret food chains.  Describe the basic parts of the digestive system.  Identify different types of teeth in humans and their function. | Describe changes in humans from birth to old age. | Know the ways in which nutrients and water are transported within animals, including humans.  Know the main parts of the human circulatory system.  Understand the impact of diet, exercise and lifestyle on the function of bodies. |
| **Living Things and their Habitats** | **Plants** | **Plants** | **Plants** | **Living Things and their Habitats** | **Living Things and their Habitats** | **Living Things and their Habitats** |
| Explore the natural world around them, describing what they see/feel/hear | Identify and name common plants including deciduous and evergreen trees. | Observe and describe how seeds and bulbs grow into mature plants and stay healthy. | Identify and describe functions of different parts of flowering plants. | Know living things can be grouped in different ways.  Recognise environments can change and the impact of this. | Understand the life cycles of mammals, amphibians, insects and birds, including the reproduction of some plants and animals. | Classify living things including micro-organisms, plants and animals according to their  similarities and differences, |

| **Materials/Forces** | **Materials** | **Materials** | **Rocks** | **States of Matter** | **Properties and change of materials** | **Evolution and Inheritance** |
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| Understand melting, solidifying, floating & sinking | Identify and name a variety of everyday materials.  Describe properties of materials, group and classify based on properties. | Identify and compare suitability of materials for particular uses.  Explore how shapes of some solid materials can change by squashing/bending/ stretching/twisting. | Compare and group different kinds of rocks based on appearance and physical properties.  Describe how fossils are formed.  Know soil is made from rocks and organic matter. | Compare and group solids/liquids/gases.  Know materials change state when heated/cooled  Understand and describe the water cycle | Describe how mixtures may be separated.  Know some materials dissolve in liquid to form a solution and how this may be recovered.  Know dissolving, mixing and changes of state are reversible but some changes result in the formation of new materials. | Describe how living things have changed over time.  Understand offspring vary and are not identical to parents.  Understand animals and plants adapt to suit their environment and this may lead to evolution. |
| **Seasons/Earth and Space** | **Seasonal Changes** |  | **Light** | **Sound** | **Earth and Space** | **Light** |
| Observe and describe the different seasons.  Recognise differences between night and day. | Observe and describe the changes across the four seasons.  Observe and describe weather associated with the seasons and how the day changes. |  | Understand we need light in order to see and dark is absence of light.  Know shadows are formed when light is blocked and how shadows change. | Know how sounds are made and describe how we hear.  Understand patterns between pitch and sound and volume and sound.  Know sound gets fainter as the distance from the sound increases. | Describe the movement of Earth and other planets relative to the sun and the solar system.  Describe the movement of the moon relative to the Earth.  Explain day and night. | Know that light appears to travel in straight lines.  Know objects are seen as they give out or reflect light into the eye.  Know that we see because light travels from light sources. |
|  |  | **Living Things and their Habitats** | **Forces and Magnets** | **Electricity** | **Forces** | **Electricity** |
|  |  | Identify how living things are adapted to their habitats.  Identify and name a variety of plants and animals in their habitats.  Describe how animals obtain food from plants/other animals- simple food chains. | Compare movement on surfaces.  Know some forces need contact, others can operate from a distance.  Know magnets attract some materials  Know magnets have two poles. | Construct simple circuits.  Recognise a switch opens/closes a circuit.  Recognise common conductors and insulators. | Explain unsupported objects fall to Earth because of the force of gravity.  Identify effects of water and air resistance and friction.  Recognise some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | Associate brightness of a lamp or volume of a buzzer with number of cells and voltage used in a circuit.  Use recognised symbols when representing a simple circuit. |