

	Year I	Year 2	Year 3	Year 4	Year 5	Year G
	Plants	Animals including Humans	Animals including Humans	States of matter	Earth and Space	Evolution and Inheritance
	Animals including Humans	Living things and their habitats	Forces and magnets	Animals including Humans	Forces	Electricity
Overview	Everyday Materials	Plants	Light	Living things and thei habitats	Properties and Changes r of Materials	Living things and the habitats
	Seasonal Changes	Use of everyday materials	Rocks	Animals including Humans	Living things and their habitats	Light
			Plants	Sound	Animals including	Animals including Humans
			6	Electricity	Humans	
		110°				
	NUR					



variety of common wild and garden plants, including deciduous and evergreen trees P2 identify and describe the basic structure of a variety of common flowering plants, including trees.	seeds and bulbs grow into mature plants P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	and flowers		
		to plant P3 investigate the way in which water is transported within plants P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. P5 know that plants make their own food		
	1C	their own food		

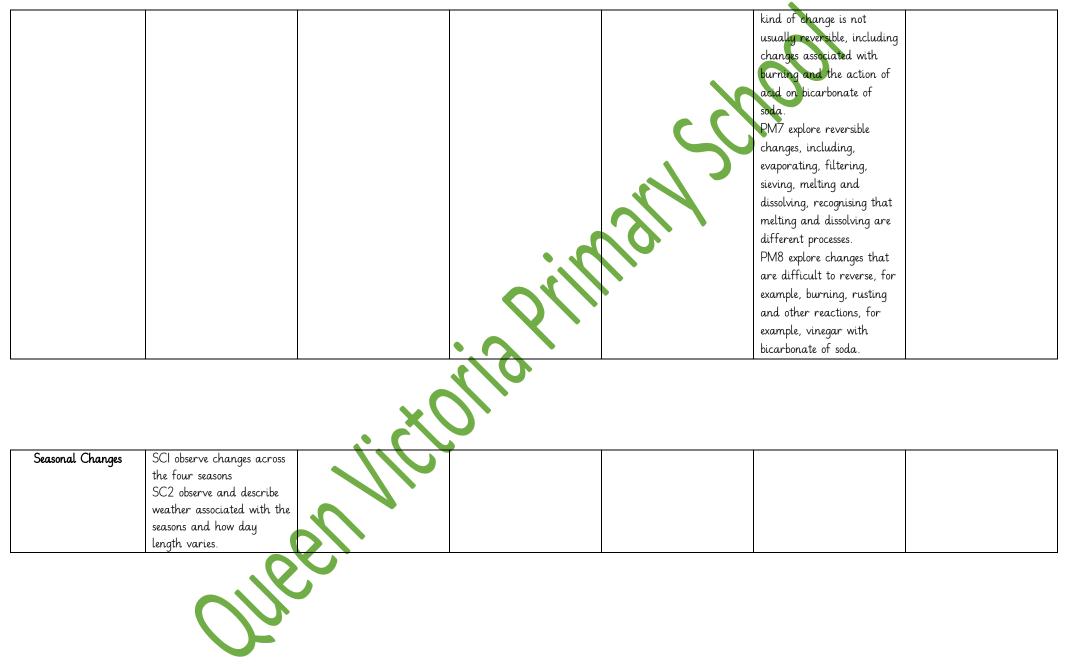


(Links to PSHE and PE) including fish, amphibians, reptiles, birds and mammals AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores AH3 describe and compare the structure of a variety			AHI identify that animals	AHI notice that animals,	AHI identify and name a	Animals, including
Links to PSHE and PE) reptiles, birds and mammals AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is				5	5	Humans
PE) mammals AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is		tive system in 💦 AH2 draw a tin				
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AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is	t and changes experienced in of diet, exercise, o	uct and changes experience				
the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is	riety of food puberty. lifestyle on the wa	variety of food puberty.				
of common animals (fish, amphibians, reptiles, birds and mammals, including pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is		<b>U U</b>			· · · · · · · · · · · · · · · · · · ·	
and mammals, including pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is		redators and	support, protection and	exercise, eating the right	5	
pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is	which nutrients a		movement.	amounts of different types	amphibians, reptiles, birds	
AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is	are transported v			of food, and hygiene.	5	
and label the basic parts of the human body and say which part of the body is	animals, includin				1	
the human body and say which part of the body is	humans.				5	
which part of the body is	AIH4 explore ques					
	understand how t				s .	
	circulatory system		$\sim$			
	the body to funct				associated with each sense.	
	AIH5 learn how t					
	their bodies healt			X \		
	how their bodies r					
	damaged — inclu					
	some drugs and c					
	substances can be					
	to the human boo					
	AIH6 explore the					
	scientists and scie					
	research about th			$\mathbf{\nabla}$		
	relationship betwe					
	exercise, drugs, li and health.					



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Everyday Materials	EMI distinguish between an	EMI identify and compare	RI compare and group	SMI explore a variety of	PMI compare and group	
(Year I and 2)	object and the material	the suitability of a variety	together different kinds of	everyday materials and	together everyday materials	
	from which it is made	of everyday materials,	rocks (including those in	develop simple descriptions	on the basis of their	
Rocks (Year 3)	EM2 identify and name a	including wood, metal,	the locality) on the basis of	of the states of matter	properties, including their	
	variety of everyday	plastic, glass, brick, rock,	appearance and simple	SM2 compare and group	hardness, solubility,	
States of Matter (Year	materials, including wood,	paper and cardboard for	physical properties	materials together,	transparency, conductivity	
4)	plastic, glass, metal, water,	particular uses	R2 describe in simple terms	according to whether they	(electrical and thermal),	
	and rock	EM2 find out how the	how fossils are formed	are solids, liquids or gases	and response to magnets	
Properties and Changes	EM3 describe the simple	shapes of solid objects	when things that have	SM3 observe that some	PM2 know that some	
of Materials (Year 5)	physical properties of a	made from some materials	lived are trapped within	materials change state	materials will dissolve in	
	variety of everyday materials	can be changed by	rock R3 recognise that soils are	when they are heated or cooled, and measure or	liquid to form a solution,	
	EM4 compare and group	squashing, bending, twisting and stretching.	made from rocks and	research the temperature	and describe how to	
	together a variety of	iwisting and stretching.	organic matter.	at which this happens in	recover a substance from a	
	everyday materials based		organic marter.	degrees Celsius (°C)	solution	
	on their simple physical			SM4 identify the part	PM3 use knowledge of	
	properties.			played by evaporation and	solids, liquids and gases to	
				condensation in the water	decide how mixtures might	
				cycle and associate the	be separated, including	
				rate of evaporation with	5	
				temperature	through filtering, sieving	
			S V V		and evaporating	
					PM4 give reasons, based on	
					evidence from comparative	
			$\mathbf{ightarrow}$		and fair tests, for the	
					particular uses of everyday	
					materials, including	
					metals, wood and plastic	
					PM5 demonstrate that	
					dissolving, mixing and	
					changes of state are	
		VN			reversible changes	
					PM6 explain that some	
	. \X				changes result in the	
					formation of new	
					materials, and that this	
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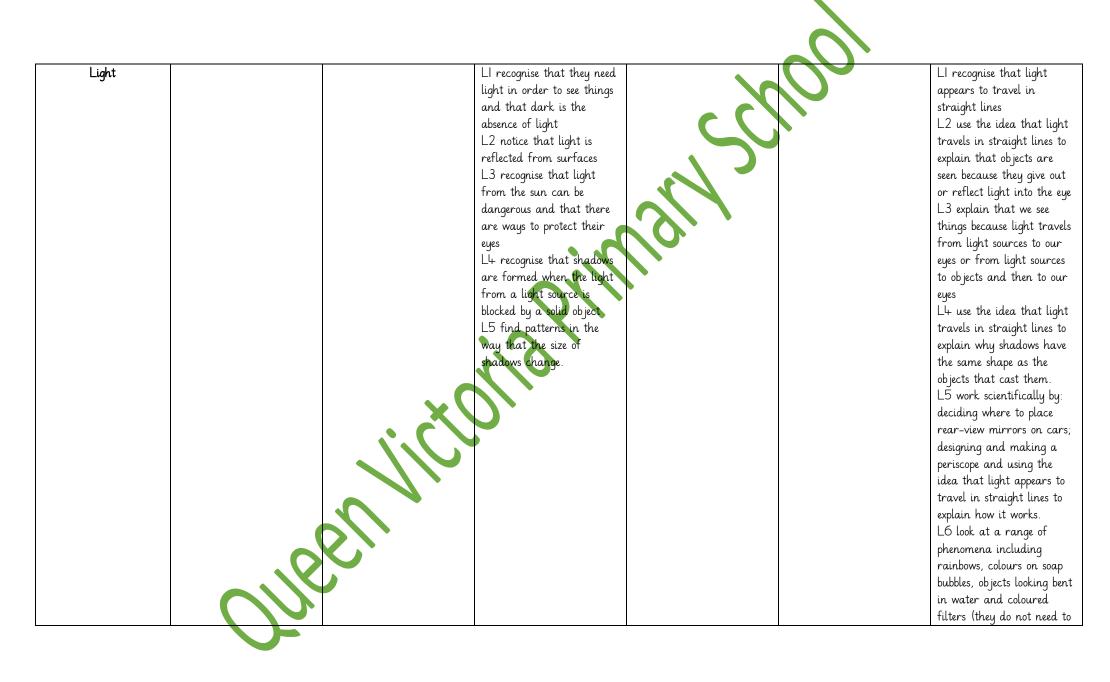






Habitats	the differences between	things (including those in	in the life cycles of a	things are classified into
		J		inings are classified into
i	things that are living,	the locality) can be 🔨 👝	mammal, an amphibian,	broad groups according <sup>.</sup>
	dead, and things that	grouped in a variety of	an insect and a bird	common observable
	have never been alive	ways	LT2 describe the life	characteristics and base
	LT2 identify that most	LH2 explore and use	process of reproduction in	on similarities and
	living things live in	classification keys to help	some plants and animals.	differences, including
	habitats to which they are suited	group, identify and name	LT3 raise questions about	micro-organisms, plants
	suited LT3 describe how different	a variety of living things in	their local environment	and animals
	habitats provide for the	their local and wider	throughout the year.	LTH2 give reasons for
	basic needs of different	environment	LT4 find out about the	classifying plants and
	kinds of animals and	LH3 recognise that	work of naturalists and	animals based on specific
	plants, and how they	environments can change	animal behaviourists, for	characteristics.
	depend on each other	and that this can	example, David	LTH3 know that broad
	LT4 identify and name a	sometimes pose dangers to	Attenborough and Jane	groupings, such as micro
	variety of plants and	living things.	Goodall.	organisms, plants and
	animals in their habitats,		LT5 find out about	animals can be subdivid
	including micro-habitats		different types of	LTH4 should classify
	LT5 describe how animals		reproduction, including	animals into commonly
	obtain their food from 👝		sexual and asexual	found invertebrates (suc
	plants and other animals		reproduction in plants, and	as insects, spiders, snails
	LT6 understand a simple		· ·	worms) and vertebrates
	food chain, and identify		sexual reproduction in animals.	
	and name different sources		animals.	(fish, amphibians, reptil
	of food.			birds and mammals).
				LTH5 find out about
	See Plants			significance of the work
				scientists such as Carl
				Linnaeus, a pioneer of
				classification.





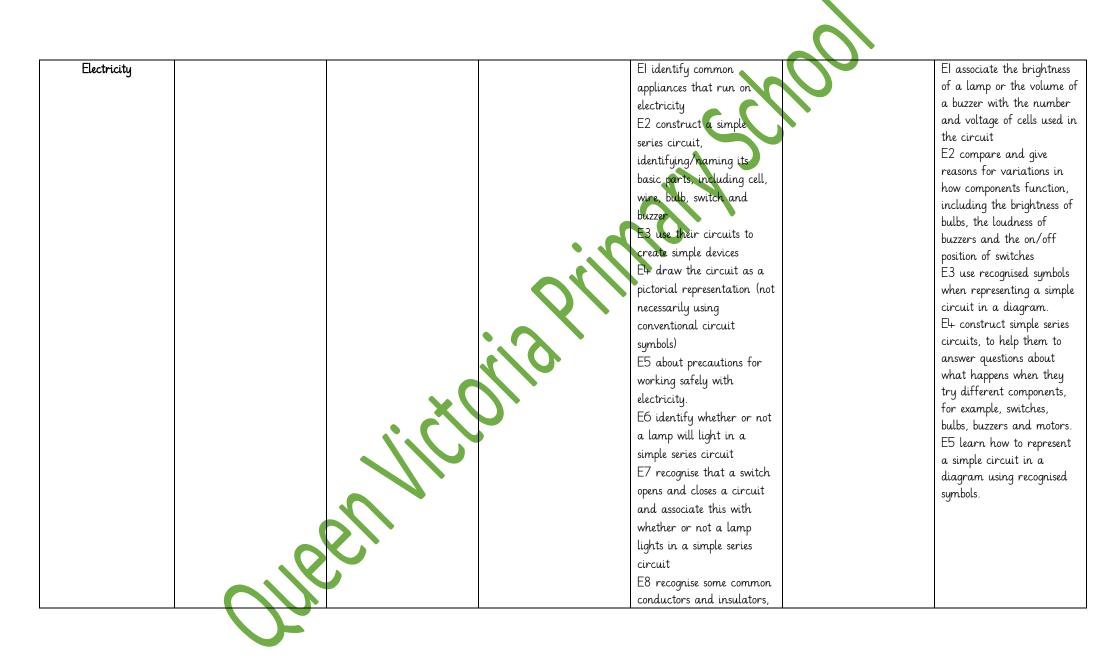


				explain why these phenomena occur).
orces and Magnets	See Everyday Materials	See Everyday Materials	FMI compare how things move on different surfaces FM2 notice that some forces need contact between two objects, but magnetic forces can act at a distance FM3 observe how magnets attract or repel each other and attract some materials and not others FM4 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 FM5 describe magnets as having two poles FM6 predict whether two magnets will attract or repel each other, depending on which poles are facing	Fil explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object F2 identify the effects of air resistance, water resistance and friction, that act between moving surfaces F3 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. F4 explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. F5 explore the effects of friction on movement and find out how it slows or stops moving objects. F6 find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.



Sound (Links to Music)	SI identify how sounds are made, associating some of them with something vibrating	
	S2 recognise that vibrations from sounds travel through a medium to the ear S3 find patterns between the pitch of a sound and features of the object that	
	produced it S4 find patterns between the volume of a sound and the strength of the vibrations that produced it S5 recognise that sounds get fainter as the distance	
	from the sound source increases.	







Science Progression of Skills

