

|         |                    | EYFS  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|---------|--------------------|---|--|--|---|--|---|---|
| Biology | Animals and Humans | Talks about some things observed, such as animals<br>Explores the natural world, and makes observations and drawings of animals (including humans)                                      | Identifies and names common animals<br>Identifies and names a variety of common animals that are carnivores, herbivores and omnivores<br>Describes and compares the structure of a variety of common animals<br>Identifies, names, draws and labels the basic parts of the human body linked to senses | Describes how animals obtain food from plants and other animals, using a simple food chain<br>Describes the basic needs of animals, including humans<br>Describes the importance of exercise, eating the right foods, and hygiene<br>Explores and compares the differences between living, non-living and never living things<br>Notice that animals, including humans, have offspring | Identifies that animals, including humans, need the right type and amount of nutrition and that they cannot make their own food<br>Identifies that humans and some animals have skeletons and muscles for support, protection and movement      | Describes the simple functions of the basic parts of the digestive system<br>Identifies the different types of teeth in humans and their functions   | Describes the differences in life cycles<br>Describes the life processes of reproduction in some plants and animals<br>Describes the changes as humans develop to old age | Identifies and names the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood<br>Recognises the impact of diet, exercise, drugs and lifestyle<br>Describes the ways that nutrients and water are transported within animals, including humans<br>Recognises that living things have changed over time<br>Recognises that living things produce offspring of the same kind, but that they vary and are not identical to parents<br>Identifies how animals and plants have adapted to their environment, and how this may lead to evolution |
|         | Living Things      | Shows care and concern for living things<br>Looks closely at similarities and differences in living things<br>Explores the natural world, and makes observations and drawings of plants |  | Identifies that most living things live in habitats to which they are suited, and that habitats provide for basic needs<br>Identifies and names a variety of plants and animals in their habitats  |   | Recognises that living things can be grouped in a variety of ways<br>Explores and uses classification keys to help group<br>Recognises that environments can change and this can pose dangers<br>Constructs and interprets a variety of food chains, identifying producers, predators and prey |   | Describes how living things are classified into broad groups according to characteristics, including micro-organisms, plants and animals<br>Gives reasons for classifying plants and animals based on characteristics   |
|         | Plants             | Talks about some things observed, such as plants<br>Knows some similarities between the natural world around them and contrasting environments  | Identifies and names a variety of common wild and garden plants<br>Identifies and describes the basic structure of a variety of common flowering plants and trees  | Observes and describes how seeds and bulbs grow into plants<br>Describes how plants need water, light and a suitable temperature to grow and stay healthy  | Explores the requirements of plants for life and growth, and how they vary from plant to plant<br>Identifies and describes the functions of different parts of flowering plants<br>Investigates the way that water is transported within plants |  |   |   |

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|           |                                |   |   |   | Explores the part that flowers play in the life cycle of flowering plants  |  |  |  |
| Chemistry | Materials and Changes of State |   | Understands some important processes and changes, including changing states of matter   | Describes the simple properties of everyday materials Compares and groups materials based on properties Distinguishes between an object and the material Identifies and names a variety of everyday materials |  | Compares and groups materials as solids, liquids or gases Observes that some materials change state when they are heated or cooled Identifies the part played by evaporation and condensation in the water cycle | Knows that some materials will dissolve in liquid to form a solution, and describes how to recover a substance from a solution Uses knowledge of solids, liquids and gases to decide how mixtures might be separated Demonstrates that dissolving, mixing and changes of state are reversible Explains that some changes results in the formation of new materials and that this is usually not reversible Compares and groups everyday materials on the basis of properties Gives reasons based on evidence from comparative and fair tests, for the uses of everyday materials |  |
|           | Rocks and Soils                |   |   |   | Compares and groups rocks based on appearance and physical properties Describes how fossils are formed Recognises that soils are made from rocks |  |  |  |
| Physics   | Earth and Space                | Understands the effect of changing seasons on the natural world | Observes changes across the four seasons Observes and describes weather associated with the seasons and how day length varies |   |  |  | Describes the movement of the Earth and other plants, relative to the Sun in the solar system Describes the movement of the Moon relative to the Earth Describes the Sun, Earth and Moon as approximately spherical Uses the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky   |  |

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|  | <p><b>Electricity</b></p> |  |  |  |  | <p>Identifies common appliances that run on electricity<br/>         Constructs simple series electrical circuits, naming basic parts<br/>         Identifies whether a lamp will light<br/>         Recognises that a switch opens and closes a circuit and links to a lamp lighting<br/>         Recognises some common conductors and insulators, associating metals with being good conductors</p> |   | <p>Associates the brightness of a lamp or volume of a buzzer with the number and voltage of cells<br/>         Compares and gives reasons for variations in how components function<br/>         Uses recognised symbols when representing a simple circuit in a diagram</p>   |
|  | <p><b>Light</b></p>       |  |  |  | <p>Recognises that they need light in order to see things and that dark is the absence of light<br/>         Notices that light is reflected from surfaces<br/>         Recognises that light from the Sun can be dangerous and that there are ways to protect<br/>         Recognises that shadows are formed when the light source is blocked<br/>         Finds patterns in the way that the size of shadows change</p> |  |   | <p>Recognises that light appears to travel in straight lines<br/>         Recognises that objects are seen because they give out or reflect light into the eye<br/>         Explains that we see things because light travels from light sources to objects, then the eye<br/>         Uses the idea of light traveling in straight lines to explain why shadows have the same shape as the object</p> |
|  | <p><b>Forces</b></p>      |  |  |  | <p>Compares how things change on different surfaces<br/>         Notices that some forces need contact, but that magnets do not<br/>         Observes how magnets attract and repel<br/>         Compares and groups materials on whether they attract to a magnet/ identifies magnetic materials<br/>         Describes a magnet as having two poles<br/>         Predicts whether two magnets will attract or repel</p>  |  | <p>Explains that an unsupported object falls due to gravity<br/>         Identifies the effect of air resistance, water resistance and friction<br/>         Recognises that some mechanisms allow a smaller force to have a greater effect – levers, pulleys and gears</p> |  |

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|  | <b>Sound</b> |  |  |  |  | <p>Identifies how sound is made, associating with vibration</p> <p>Recognises that vibrations travel through a medium to the ear</p> <p>Finds patterns between pitch and features of an object</p> <p>Finds a pattern between volume and strength of vibrations</p> <p>Recognises that sound gets fainter as the distance from the source increases</p> |  |  |
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