

	Y1 & Y2		Y3 & Y4		Y5 & Y6	
	Y1	Y2	Y3	Y4	Y5	Y6
Biology	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Know some differences between animals - Sort photographs of living and non-living things - Identify and name a variety of common animals - Describe how an animal is suited to its environment - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Know parts of the human body that they can see - Draw and label basic parts of the human body - Identify the mains parts of the human body and link to senses - Know parts of an animals body - Know a range of domestic animals - Classify animals by what they eat - Compare the bodies of different animals <p>Plants</p> <ul style="list-style-type: none"> - Know the names of petals, stem, leaf, bulb, flower, seed and root of a plant - Identify and name a range of common plants and trees. - Recognise deciduous and evergreen trees - Know the trunk, branches and root of a tree. - Describe parts of a flower 	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Describe what animals need to survive - Explain that animals grow and reproduce - Explain why animals have offspring which grow into adults - Describe the life cycle of some living things - Explain the basic needs of animals, including humans, for survival - Describe why exercise, balanced diet and hygiene are important for humans <p>Plants</p> <ul style="list-style-type: none"> - Describe what plants need to survive - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - Match certain living things to the habitats they are found in - Explain the differences between living and non-living things - Describe some of the life processes common to plants and animals, including humans - Decided whether something is living, dead or non-living - Describe how a habitat provides for the basic needs of things living there - Describe a range of different habitats - Describe how plants and animals are suited to their habitat 	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Explain the importance of a nutritionally balanced diet - Describe how nutrients, water and oxygen are transported withing animals and humans - Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat - Describe and explain the skeletal system of a human - Describe and explain the muscular system of a human <p>Plants</p> <ul style="list-style-type: none"> - Identify and describe the functions of different parts of flowering plants - Explore the requirement of plants for life and growth - Explain how they vary from plant to plant - Investigate the way in which water is transported within plants - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and dispersal. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Identify and name the basic parts of the digestive system in humans - Describe the simple function of the basic parts of the digestive system in humans - Identiy the simple function of different types of teeth in humans - Compare the teeth of herbivores and carnivores - Explain what a simple food chaing shows - Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Living things and their habitats</p> <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways - Explore and use a classification key to group, identify and name a variety of living things - Compare the classification of common plants and animals to living things found in other places - Recognise that environments can change and this can sometimes pose a danger to living things 	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old ages <p>Living things and their habitats</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, amphibian, insect and bird - Describe the life cycles of common plants - Explore the work of well-known naturalists and animal behaviourists (David Attenborough and Jane Goodall) 	<p>Animals, including humans</p> <ul style="list-style-type: none"> - 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 body's function - Describe the ways in which nutrients and water are transported withing animals, including humans <p>Living things and their habitats</p> <ul style="list-style-type: none"> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> - 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. - Give reasons why offspring are not identical to each other or to their parents - explain the process of evolution and describe the evidence for this - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

<p>Chemistry</p>	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Distinguish between an object and the material it is made from - Describe materials using the senses - Describe materials using specific scientific words - Explain what material objects are made from - Explain why a material might be useful for a specific job - Know some everyday materials - Sort materials into groups by a given criteria - Explain how solid shapes can be changed by squashing, bending, twisting and stretching. 	<p>Classifying and grouping materials</p> <ul style="list-style-type: none"> - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of materials based on their simple physical properties <p>Changing materials</p> <ul style="list-style-type: none"> - Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching) - Research about people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam) - Identify and compare the suitability of a variety of everyday materials for particular uses - Explain how things move on different surfaces 	<p>Rocks</p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe and explain how different rocks can be useful to us - Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed - Describe in simple terms how fossils are formed when things that have lived are trapped within the rock - Recognise that soils are made from rocks and organic matter 	<p>States of Matter</p> <ul style="list-style-type: none"> - Compare and group materials together, according to whether they are solids, liquids or gases - Explain what happens to materials when they are heated or cooled - Measure or research temperature at which different materials change state in degrees Celsius - Use measurements to explain changes to the state of water - Identify the part that evaporation and condensation has in the water cycle - Associate the rate of evaporation with temperature 	<p>Properties and changes to materials</p> <ul style="list-style-type: none"> - Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity and response to magnets - Explain how some materials dissolve in liquid to form a solution - Describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving, evaporating. - Give reasons. Based on evidence, for comparative and fair tests for the particular uses of everyday materials - Describe changes using scientific words - 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 - Use the terms reversible and irreversible 	
<p>Physics</p>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> - Observe changes across the four seasons - Know the four seasons in order - Observe and describe weather associated with the seasons - Observe and describe how day length varies 		<p>Force and magnets</p> <ul style="list-style-type: none"> - Compare how things move on different surfaces - Observe that magnetic forces can be transmitted without direct contact - Observe how some magnets attract or repel each other - Classify which materials are attracted to magnets and which are not - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Compare and group together a variety of everyday materials 	<p>Sound</p> <ul style="list-style-type: none"> - Describe a range of sounds and explain how they are made - Associate some sounds with something vibrating - Compare sources of sound and explain how the sounds differ - Explain how to change a sound - Recognise how vibrations from sound travel through a medium to an ear - Find patterns between the pitch of a sound and features of the object that produce it 	<p>Earth and Space</p> <ul style="list-style-type: none"> - Identify and explain the movement of the Earth and other planets relative to the sun in the solar system - Explain how seasons and the associated weather is created - Describe and explain the movements of the moon relative to the earth - Describe the sun, earth and moon as approximately spherical bodies - Use the idea of the earth's rotation to 	<p>Electricity</p> <ul style="list-style-type: none"> - Identify a name the basic parts of a simple electric series circuit open (cells, wires, bulbs, switches, buzzers) - and give reasons for variations in how components function, including the brightness of the bulbs, the loudness of the buzzers, slap the on/off position of the switches - use recognise symbols when representing a simple circuit in a diagram <p>Light</p>



			<p>on the basis of whether they are attracted to a magnet</p> <ul style="list-style-type: none"> - Identify some magnetic materials - Describe magnets as having two poles - Predict whether two magnets will attract or repel depending on which poles are facing <p>Light</p> <ul style="list-style-type: none"> - Recognise that they need light in order to see things - Recognise dark is the absence of light - Notice 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 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 	<ul style="list-style-type: none"> - Find patterns between the volume of the sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases - Explain how you could change the pitch of a sound - Investigate how different materials can affect the pitch and volume of sounds <p>Electricity</p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity - Construct a simple series electric circuit - Identify and name the basic part in a series circuit, including cells, wires, buzzers and switches - Identify whether or not 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 - Associate a switch opening with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators - Associate metals with being good conductors 	<p>explain day and night and the apparent movement of the sun across the sky</p> <p>Force</p> <ul style="list-style-type: none"> - 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 - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain the objects are seen because they give out or reflect light into the eyes - 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 - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
--	--	--	--	--	---	---