

| Year 1  | Year 2   | Year 3   |
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| <p style="text-align: center;"><b>Day and night</b><br/><b>Seasonal change</b></p> <p>Observe changes across the four seasons.<br/>Observe and describe weather associated with the seasons and how day length varies.</p> <p style="text-align: center;"><b>Everyday materials</b></p> <p>Describe the simple physical properties of a variety of everyday materials.<br/>Compare and group together a variety of everyday materials on the basis of their simple physical properties.<br/>Distinguish between an object and the material from which it is made – additional requirement for topic.<br/>Identify and name a variety of everyday material, including <b>wood, plastic, glass, metal, water and rock – materials listed are now statutory.</b></p> <p style="text-align: center;"><b>Seasonal change</b><br/><b>Animals and plants</b></p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p style="text-align: center;"><b>Everyday materials</b><br/><b>Seasonal change</b><br/><b>Plants</b></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p style="text-align: center;"><b>Animals</b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense – more specific treatment of human body and senses content. <b>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</b></p> <p style="text-align: center;"><b>Seasonal change</b></p> | <p style="text-align: center;"><b>Living things and their habitats</b></p> <p>(Living and non-living things. How do jungle animals adapt to their environment<br/>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 – <b>addition of temperature to the new National Curriculum.</b><br/>Identify and name a variety of plants and animals in their habitats, including micro-habitats – micro-habitats not mentioned in previous curriculum.</p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <p>(What do animals -including humans- need to survive? How do arctic animals adapt to their environment?)<br/>Notice that animals, including humans, have offspring, which grow into adults.<br/>Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other – more detail about animals and habitats, with less direct emphasis on local habitats.</p> <p style="text-align: center;"><b>Materials and their properties</b></p> <p>Identify and compare the uses of a variety of everyday materials.(Floating/sinking)</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses – materials listed are now statutory.</p> <p style="text-align: center;"><b>Materials and their properties</b></p> <p>Identify and compare the uses of a variety of everyday materials (Wood) Electricity<br/>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <p>Herbivores/ carnivores/ foodchains<br/>Nocturnal animals<br/>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) – <b>addition of air.</b><br/>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene – <b>addition of hygiene.</b><br/>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> | <p style="text-align: center;"><b>Forces and Magnets</b></p> <p>Observe how magnets attract or repel each other and attract some materials and not others.<br/>Compare how things move on different surfaces – previously included at key stage 1.<br/>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.<br/>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 – previously covered in grouping and classifying materials. Describe magnets as having two poles.<br/>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p style="text-align: center;"><b>Animals</b></p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br/>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 – changed wording and addition of final part.</p> <p style="text-align: center;"><b>Light and shadow</b></p> <p>Notice that light is reflected from surfaces.<br/>Recognise that shadows are formed when the light from a light source is blocked by a solid object.<br/>Recognise that they need light in order to see things and that dark is the absence of light – last part previously covered at key stage 1.<br/>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br/>Find patterns in the way that the size of shadows change – shadows previously included in Earth and beyond section.</p> <p style="text-align: center;"><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br/>Investigate the way in which water is transported withiplants.<br/>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br/>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 – less specific wording and last part is a new addition.</p> <p style="text-align: center;"><b>Healthy lifestyles</b><br/><b>Rocks</b></p> |

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|  | <p align="center"><b>Movement</b></p> <p>Notice and describe how things move using simple comparisons.<br/>Compare how different things move.</p>   | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties – soils no longer included in this requirement and no specific properties included.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter. Note that the above, links nicely to geography for rocks and soils.</p>  |
| Year 4   | Year 5  | Year 6  |
| <p align="center"><b>Animal Adaptation</b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey – addition of specific terms.</p> <p align="center"><b>Fossils</b></p> <p align="center"><b>Plant adaptation and classification</b></p> <p align="center"><b>Environmental change and habitats</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things – previous curriculum focussed on protection rather than change in environments.</p> <p align="center"><b>Digestive system</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p align="center"><b>Human teeth</b></p> <p>Identify the different types of teeth in humans and their simple functions –</p> <p align="center"><b>Humans resemble parents</b></p> <p align="center"><b>Healthy diet</b></p> <p align="center"><b>Sound (link with ICT and music)</b></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases – previously covered in key stage 1.</p> <p align="center"><b>States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are</p> | <p align="center"><b>Earth &amp; Space</b></p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system – previous curriculum did not include other planets and mention of solar system.</p> <p align="center"><b>Forces Magnets Attract/ repel</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces – addition of water resistance.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p align="center"><b>Materials</b></p> <p>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 – changes to properties specified.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic – additional requirement to test properties.</p> <p>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 – additional specification of acid and bicarbonate of soda.</p> <p align="center"><b>Evaporation &amp; condensation</b></p> <p align="center"><b>Nutrition, circulation, movement, health, teeth</b></p> <p align="center"><b>Health and the Human Body</b></p> <p>Describe the life process of reproduction in some plants and animals – previous curriculum also specified other life</p> | <p align="center"><b>Living things and their habitats- cocoa bean microorganisms</b></p> <p>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 – addition of microorganisms.</p> <p>Give reasons for classifying plants and animals based on specific characteristics – new requirement to give reasons for classifying.</p> <p align="center"><b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p align="center"><b>Animals including humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function – addition of diet. Alcohol and tobacco replaced with lifestyle.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p align="center"><b>Light (sunstones/ sundials)</b></p> <p>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 – new requirement to link this to light travelling in straight lines.</p> <p>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 – more precise wording given for this concept.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them – emphasising link between the way light travels and shadows.</p> |

heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) – measuring the temperature not previously specified.  
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature – last part not previously specified.

### **Electricity**

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Identify common appliances that run on electricity – the specification for this topic was previously included in key stage 1.

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 and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors – previously covered in grouping and classifying materials.

processes.

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Recognise that light appears to travel in straight lines.

### **Science revision**

#### **Electricity**

Use recognised symbols when representing a simple circuit in a diagram.

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit – addition of term voltage.

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 – more specification on components to be used.

#### **Forces**

#### **Changing materials**