

<p>Year 2</p>	<p><u>Living things and their Habitats</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.</p>	<p><u>Animals, including humans</u></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Use of everyday materials</u></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.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Plants</u> <u>(Plants observed in natural habitat throughout the year)</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Animals, including humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	C	C	T2 T3	C	C	C			
<p>Year 3</p>	<p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</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.</p>	<p><u>Animals including Humans</u></p> <p>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.</p>	<p><u>Forces and Magnets</u></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants. (roots, stem, leaves and flower).</p> <p>Explore the requirements of plants for life and growth</p>	<p><u>Light</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p>	C	T2 T3	T2 T3	C	C	C	T2 T3	T1 T3	C

		<p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>evaporation with temperature.</p>														
Year 5	<p><u>Properties and changes of materials</u></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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</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 and bicarbonate of soda.</p>	<p><u>Earth and space</u></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</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><u>Forces</u></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.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><u>Living things and their habitats</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><u>Animals, including humans</u></p> <p>Describe the changes as humans develop to old age.</p>	-	C	T1 T3	C	C	C	C	T2 T3	C				
Year 6	<p><u>Living things and their habitats</u></p> <p>Describe how living things are classified</p>	<p><u>Evolution and inheritance</u></p> <p>Recognise that living things have changed</p>	<p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines.</p>	<p><u>Electricity</u></p> <p>Associate the brightness of a lamp or volume of a buzzer</p>	<p><u>Animals including humans</u></p> <p>Identify and name the main parts of</p>	-	C	C	C	T2	C	C	C	T2				

