

RECEPTION

Explore the natural world around us, making observations and drawing pictures of animals and plants.

Materials
-distinguish between an object and the material from which it is made
-identify and name a variety of everyday materials
-describe the properties of everyday materials
-compare and group materials

Know some similarities and differences between the natural world around us and contrasting environments.

Understand some processes and changes in the natural world including changing states of matter and the seasons.

YEAR ONE

Seasonal Changes
-observe changes across the four seasons
-observe and describe weather associated with the seasons and how day length varies.

Living things and their habitats
-explore and compare the differences between things that are living, dead, and things that have never been alive
-identify that most living things live in habitats to which they are suited and describe different habitats
-identify and name a variety of plants and animals in their habitats
-Use simple food chains

YEAR TWO



Plants
-observe and describe how seeds and bulbs grow into mature plants
-Find out and describe what plants need to grow



Animals
-notice that animals, including humans, have offspring which grow into adults
-find out about and describe the basic needs of animals, including humans, for survival
-describe the importance of hygiene, exercise and eating right for humans



Animals incl Humans
-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food
-Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Materials
-identify and compare the suitability of a variety of everyday materials for different uses
-find out how the shapes of solid objects made from some materials can be changed



Light
-recognise that they need light in order to see things and that dark is the absence of light
-notice that light is reflected from surfaces
-recognise that light from the sun can be dangerous
-understand how shadows are formed



Plants
-identify and describe the functions of different parts of flowering plants
-explore the requirements of plants for life and growth
-investigate the way in which water is transported within plants
-explore the part that flowers play in the life cycle of flowering plants



Animals incl Humans
-identify and name a variety of common animals including fish, amphibians, birds and reptiles
Identify and name animals that are herbivores, carnivores and omnivores
-identify and name basic parts of the human body and say which parts are associated with which sense



Plants
- identify and name a variety of common plants, including deciduous and evergreen trees
-Identify and describe the basic structure of common flowering plants, including trees



YEAR THREE



Forces and Magnets
-compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance
-observe how magnets attract or repel each other
-describe magnets as having two poles
-compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet



Rocks (Mary Anning)
-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
-describe in simple terms how fossils are formed
-recognise that soils are made from rocks and organic matter

Light (Louis Braille)
-recognise that light travels in straight lines
-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
-explain how we see things



Animals incl Humans (William Harvey & Charles Drew)
-identify and name the main parts of the human circulatory system
-recognise the impact of diet, exercise, drugs and lifestyle on the body
-describe how nutrients and water are transported in the body



Electricity (Steve Jobs)
-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
-compare and give reasons for variations in how components function
-use recognised symbols when representing a simple circuit in a diagram

YEAR SIX

Evolution & Inheritance (Charles Darwin)
-recognise that living things have changed over time and that fossils provide information
-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
-identify how animals and plants are adapted to suit their environment



Living Things & Their Habitats (Edward Jenner & Louis Pasteur, Carl Linnaeus)
describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms
-give reasons for classifying plants and animals



Properties & Changes of Materials
-compare and group together everyday materials on the basis of their properties
-know that some materials will dissolve in liquid to form a solution
-understand reversible changes
-give uses of everyday materials



Living Things & Their Habitats (Jane Goodall & David Attenborough)
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
-describe the life process of reproduction in some plants and animals



Earth & Space (Copernicus, Galileo, Tim Peake, Neil Armstrong, Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden)
-describe the movement of the Earth, and other planets, relative to the Sun in the solar system
-describe the movement of the Moon relative to the Earth
-use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky



Forces (Isaac Newton)
-explain that unsupported objects fall towards the Earth because of the force of gravity
-identify the effects of air resistance, water resistance and friction.
-recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect



Living things & their habitats
-recognise that living things can be grouped in a variety of ways
-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
-recognise that environments can change and that this can sometimes pose dangers to living things.



YEAR FOUR

Sound (Alexander Graham Bell)
-identify how sounds are made, associating some of them with something vibrating
-recognise that vibrations from sounds travel through a medium to the ear
-find patterns between the pitch of a sound and features of the object that produced it



Electricity (Thomas Edison)
-identify common appliances that run on electricity
-construct a simple series electrical circuit, identifying and naming its basic parts
-recognise some common conductors and insulators



Animals incl Humans (Gerald Durrell)
-describe the simple functions of the basic parts of the digestive system in humans
-identify the different types of teeth in humans and their simple functions
-construct and interpret a variety of food chains, identifying producers, predators and prey.



States of Matter (Lord Kelvin)
-compare and group materials together, according to whether they are solids, liquids or gases
-observe that some materials change state when they are heated or cooled
-identify the part played by evaporation and condensation in the water cycle