



## Science Knowledge Progression Map

|   | Nursery  | Reception  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|---|--|--|---|--|---|--|---|--|
| sens<br>on e<br>natu<br>-Exp<br>colle<br>mat<br>simi<br>diffe<br>-Pla<br>care<br>plar<br>-Un<br>key<br>life<br>and<br>-Beo<br>und<br>neeo<br>and<br>neeo<br>and | se all their<br>uses in hands-<br>exploration of<br>ural materials.<br>plore<br>lections of<br>terials with<br>uilar and/or<br>ferent properties.<br>ant seeds and<br>e for growing<br>nts.<br>uderstand the<br>features of the<br>cycle of a plant<br>d an animal.<br>egin to<br>derstand the<br>ed to respect<br>d care for the<br>ural<br>irronment and<br>living things. | -Draw<br>information from<br>a simple map.<br>(Reception –<br>Living things<br>and their<br>habitats).<br>-Explore the<br>natural world<br>around them.<br>(Reception –<br>Living things<br>and their<br>habitats)<br>-Describe what<br>they see, hear<br>and feel whilst<br>outside.<br>(Reception –<br>Living things<br>and their<br>habitats)<br>-Recognise some<br>environments<br>that are different<br>to the one in<br>which they live.<br>(Reception –<br>Living things<br>and their<br>habitats)<br>-Recognise some<br>environments<br>that are different<br>to the one in<br>which they live.<br>(Reception –<br>Living things<br>and their<br>habitats) | -Identify and<br>name a variety<br>of common wild<br>and garden<br>plants, including<br>deciduous and<br>evergreen trees.<br>-Identify and<br>describe the<br>basic structure of<br>a variety of<br>common<br>flowering plants,<br>including trees. | -Observe and<br>describe how<br>seeds and bulbs<br>grow into mature<br>plants.<br>-Find out and<br>describe how<br>plants need<br>water, light and<br>a suitable<br>temperature to<br>grow and stay<br>healthy.<br>-Identify and<br>name a variety<br>of plants and<br>animals in their<br>habitats,<br>including<br>microhabitats.<br>(Y2 - Living<br>things and their<br>habitats) | -Identify and<br>describe the<br>functions of<br>different parts of<br>flowering plants:<br>roots,<br>stem/trunk,<br>leaves and<br>flowers.<br>-Explore the<br>requirements of<br>plants for life<br>and growth (air,<br>light, water,<br>nutrients from<br>soil, and room to<br>grow) and how<br>they vary from<br>plant to plant.<br>-Investigate the<br>way in which<br>water is<br>transported<br>within plants.<br>-Explore the part<br>that flowers play<br>in the life cycle<br>of flowering<br>plants, including<br>pollination, seed<br>formation and<br>seed dispersal. | -Recognise that<br>living things can<br>be grouped in a<br>variety of ways.<br>(Y4 - Living<br>things and their<br>habitats)<br>-Explore and use<br>classification<br>keys to help<br>group, identify<br>and name a<br>variety of living<br>things in their<br>local and wider<br>environment. (Y4<br>- Living things<br>and their<br>habitats)<br>-Recognise that<br>environments<br>can change and<br>that this can<br>sometimes pose<br>dangers to living<br>things. (Y4 -<br>Living things<br>and their<br>habitats) | -Describe the life<br>process of<br>reproduction in<br>some plants and<br>animals. (Y5 -<br>Living things<br>and their<br>habitats) | - Describe how<br>living things are<br>classified into<br>broad groups<br>according to<br>common<br>observable<br>characteristics<br>and based on<br>similarities and<br>differences,<br>including micro-<br>organisms,<br>plants and<br>animals. (Y6 -<br>Living things<br>and their<br>habitats)<br>- Give reasons for<br>classifying<br>plants and<br>animals based<br>on specific<br>characteristics.<br>(Y6 - Living<br>things and their<br>habitats) |





|                                     |  | -Understand the<br>effect of<br>changing<br>seasons on the<br>natural world<br>around them.<br>(Reception –<br>Seasonal<br>changes)  |   |  |  |  |   |  |
|-------------------------------------|--|--|---|--|--|--|---|--|
| Living things and<br>their habitats | -Use all their<br>senses in hands-<br>on exploration of<br>natural materials.<br>-Explore<br>collections of<br>materials with<br>similar and/or<br>different properties.<br>-Begin to<br>understand the<br>need to respect<br>and care for the<br>natural<br>environment and<br>all living things. | -Draw<br>information from<br>a simple map.<br>-Explore the<br>natural world<br>around them.<br>-Describe what<br>they see, hear<br>and feel whilst<br>outside.<br>-Recognise some<br>environments<br>that are different<br>to the one in<br>which they live. | -Identify and<br>name a variety<br>of common wild<br>and garden<br>plants, including<br>deciduous and<br>evergreen trees.<br>(Y1 - Plants)<br>-Identify and<br>describe the<br>basic structure of<br>a variety of<br>common<br>flowering plants,<br>including trees.<br>(Y1 - Plants)<br>-Identify and<br>name a variety<br>of common<br>animals<br>including fish,<br>amphibians,<br>reptiles, birds<br>and mammals. | -Explore and<br>compare the<br>differences<br>between things<br>that are living,<br>dead, and things<br>that have never<br>been alive.<br>-Identify that<br>most living<br>things live in<br>habitats to<br>which they are<br>suited and<br>describe how<br>different habitats<br>provide for the<br>basic needs of<br>different kinds of<br>animals and<br>plants, and how<br>they depend on<br>each other. | -Explore the part<br>that flowers play<br>in the life cycle<br>of flowering<br>plants, including<br>pollination, seed<br>formation and<br>seed dispersal.<br>(Y3 - Plants) | -Recognise that<br>living things can<br>be grouped in a<br>variety of ways.<br>-Explore and use<br>classification<br>keys to help<br>group, identify<br>and name a<br>variety of living<br>things in their<br>local and wider<br>environment.<br>-Recognise that<br>environments<br>can change and<br>that this can<br>sometimes pose<br>dangers to living<br>things.<br>-Construct and<br>interpret a<br>variety of food<br>chains, | -Describe the<br>differences in the<br>life cycles of a<br>mammal, an<br>amphibian, an<br>insect and a<br>bird.<br>-Describe the life<br>process of<br>reproduction in<br>some plants and<br>animals. | - Describe how<br>living things are<br>classified into<br>broad groups<br>according to<br>common<br>observable<br>characteristics<br>and based on<br>similarities and<br>differences,<br>including<br>microorganisms,<br>plants and<br>animals.<br>- Give reasons for<br>classifying<br>plants and<br>animals based<br>on specific<br>characteristics.<br>- Recognise that<br>living things<br>produce offspring |





| Image: space of the structure of a survey-Identify and name a varietyidentifying producers, producers, producers, and offsparent animals in theirproducers, producers, and offsparent animals in their-Identify and name a varietyof plants and animals in theirprey. (Y4 - animals, animals that are carnivorres, -bescribe howincludingincludingparent-Identify and name a variety-Describe how-Describe howincludingincludingparent-Identify and name a variety-Describe how-Identify and nimals, animals, animal | ted to suit<br>onment in<br>ent ways |
|---|--------------------------------------|





| humanssenses in hands-<br>on exploration of<br>natural materials.members of their<br>immediate<br>family and<br>community.name a variety<br>of common<br>animalsanimals,<br>including<br>including<br>humans, have<br>offspring which<br>the right typessimple functions<br>of the basic parts<br>of the digestive<br>system inchanges as<br>name the ma<br>parts of the<br>mams develop.humans-Begin tor make<br>communityName and<br>describe people<br>who are familiar<br>to themName and<br>and mamnals.<br>explicing which<br>to them.animals,<br>including<br>first ownanimals,<br>including<br>including<br>grow into adults.animals,<br>including<br>including<br>and an animal.simple functions<br>of the digestive<br>system inchanges as<br>humans, develop.<br>to to dia age.<br>-Describe the<br>differences in the<br>addescribe the<br>that they cannot<br>includinganimals,<br>including<br>includinganimals,<br>including<br>nutrition, and<br>animals,<br>includingsimple functions<br>of the digestive<br>system inchanges as<br>humans, develop.<br>to dia age.<br>-Describe the<br>differences in the<br>and mamnal, an<br>insect and a<br>wessels and<br>blood.Protocord-Name and<br>environments<br>and care for the<br>natural<br>environment and<br>all living things.name a variety<br>of common<br>animals that are<br>to the one in<br>which they live.name a variety<br>of common<br>animals that are<br>carnivores,<br>of common<br>animals that are<br>carnivores,<br>need to respect<br>and care for the<br>natural<br>environment and<br>all living things.members of the<br>and mamnals.name a variety<br>animals, for<br>survival (water,<br>of common<br>animals havesimple functions<br>the digestive<br>the hight< | Biology Broatch |   |   |   |  |   |   |   | 4 VERITAS  |
|---|-----------------|---|---|---|--|---|---|---|--|
| amphibians,<br>reptiles, birds<br>and mammals,<br>including pets).food, and<br>hygiene.<br>and mammals,<br>-Describe how<br>including pets).transported<br>within animal<br>including<br>humansIdentify, name,<br>draw and label<br>the basic parts<br>of the human<br>body and say<br>which part of the<br>body is-Describe food<br>the transported<br>within animal<br>classified intu<br>broad groups<br>according to<br>common<br>observable  | 5               | senses in hands-<br>on exploration of<br>natural materials.<br>-Begin to make<br>sense of their own<br>life-story and<br>family's history.<br>-Understand the<br>key features of the<br>life cycle of a plant<br>and an animal.<br>-Begin to<br>understand the<br>need to respect<br>and care for the<br>natural<br>environment and | members of their<br>immediate<br>family and<br>community.<br>-Name and<br>describe people<br>who are familiar<br>to them.<br>-Recognise some<br>environments<br>that are different<br>to the one in | name a variety<br>of common<br>animals<br>including fish,<br>amphibians,<br>reptiles, birds<br>and mammals.<br>-Identify and<br>name a variety<br>of common<br>animals that are<br>carnivores,<br>herbivores and<br>omnivores.<br>-Describe and<br>compare the<br>structure of a<br>variety of<br>common<br>animals (fish,<br>amphibians,<br>reptiles, birds<br>and mammals,<br>including pets).<br>-Identify, name,<br>draw and label<br>the basic parts<br>of the human<br>body and say<br>which part of the<br>body is | animals,<br>including<br>humans, have<br>offspring which<br>grow into adults.<br>-Find out about<br>and describe the<br>basic needs of<br>animals,<br>including<br>humans, for<br>survival (water,<br>food and air).<br>-Describe the<br>importance for<br>humans of<br>exercise, eating<br>the right<br>amounts of<br>different types of<br>food, and<br>hygiene.<br>-Describe how<br>animals obtain<br>their food from<br>plants and other<br>animals, using<br>the idea of a<br>simple food<br>chain, and<br>identify and | animals,<br>including<br>humans, need<br>the right types<br>and amount of<br>nutrition, and<br>that they cannot<br>make their own<br>food; they get<br>nutrition from<br>what they eat.<br>-Identify that<br>humans and<br>some other<br>animals have<br>skeletons and<br>muscles for<br>support, | simple functions<br>of the basic parts<br>of the digestive<br>system in<br>humans.<br>-Identify the<br>different types of<br>teeth in humans<br>and their simple<br>functions.<br>-Construct and<br>interpret a<br>variety of food<br>chains,<br>identifying<br>producers,<br>predators and | changes as<br>humans develop<br>to old age.<br>-Describe the<br>differences in the<br>life cycles of a<br>mammal, an<br>amphibian, an<br>insect and a<br>bird. (Y5 - Living<br>things and their<br>habitats)<br>-Describe the life<br>process of<br>reproduction in<br>some plants and<br>animals. (Y5 -<br>Living things | -Identify and<br>name the main<br>parts of the<br>human<br>circulatory<br>system, and<br>describe the<br>functions of the<br>heart, blood<br>vessels and<br>blood.<br>-Recognise the<br>impact of diet,<br>exercise, drugs<br>and lifestyle on<br>the way their<br>bodies function.<br>-Describe the<br>ways in which<br>nutrients and<br>water are<br>transported<br>within animals,<br>including<br>humans.<br>-Describe how<br>living things are<br>classified into<br>broad groups<br>according to<br>common |





| Riskop Revice                | •  |  |  |   |   |  |  |
|------------------------------|--|--|--|---|---|--|--|
|                              |  |  | (Y2 - Living<br>things and their<br>habitats)  |   |   |  | similarities and<br>differences,<br>including micro-<br>organisms,<br>plants and<br>animals. (Y6 -<br>Living things<br>and their<br>habitats)<br>-Give reasons for<br>classifying<br>plants and<br>animals based<br>on specific<br>characteristics.<br>(Y6 - Living<br>things and their<br>habitats) |
| Evolution and<br>inheritance | -Begin to<br>understand the<br>need to respect<br>and care for the<br>natural<br>environment and<br>all living things.<br>(Nursery – Living<br>things and their<br>habitats) | Recognise some<br>environments<br>that are different<br>to the one in<br>which they live.<br>(Reception –<br>Living things<br>and their<br>habitats) | -Identify that<br>most living<br>things live in<br>habitats to<br>which they are<br>suited and<br>describe how<br>different habitats<br>provide for the<br>basic needs of<br>different kinds of<br>animals and<br>plants, and how<br>they depend on<br>each other. (Y2 - | -Describe in<br>simple terms<br>how fossils are<br>formed when<br>things that have<br>lived are trapped<br>within rock. (Y3<br>- Rocks)<br>-Explore the part<br>that flowers play<br>in the life cycle<br>of flowering<br>plants, including<br>pollination, seed<br>formation and | -Recognise that<br>environments<br>can change and<br>that this can<br>sometimes pose<br>dangers to living<br>things. (Y4 -<br>Living things<br>and their<br>habitats) | -Describe the life<br>process of<br>reproduction in<br>some plants and<br>animals. (Living<br>things and their<br>habitats - Y5) | -Recognise that<br>living things<br>have changed<br>over time and<br>that fossils<br>provide<br>information<br>about living<br>things that<br>inhabited the<br>Earth millions of<br>years ago.<br>-Recognise that<br>living things<br>produce  |





| Bidap Benick    |   |   |  |  |  |  |   | VERITAS  |
|-----------------|---|---|--|--|--|--|---|--|
|                 |   |   |  | Living things<br>and their<br>habitats)<br>-Notice that<br>animals,<br>including<br>humans, have<br>offspring which<br>grow into adults.<br>(Y2 - Animals,<br>including<br>humans) | seed dispersal.<br>(Y3 - Plants)   |  |   | offspring of the<br>same kind, but<br>normally<br>offspring vary<br>and are not<br>identical to their<br>parents.<br>-Identify how<br>animals and<br>plants are<br>adapted to suit<br>their<br>environment in<br>different ways<br>and that<br>adaptation may<br>lead to<br>evolution. |
| Seasonal change | -Understand the<br>key features of the<br>life cycle of a plant<br>and an animal.<br>(Nursery – Plants<br>& Animals,<br>excluding humans) | -Explore the<br>natural world<br>around them.<br>-Describe what<br>they see, hear<br>and feel whilst<br>outside.<br>-Understand the<br>effect of<br>changing<br>seasons on the<br>natural world<br>around them. | -Observe<br>changes across<br>the four seasons.<br>-Observe and<br>describe weather<br>associated with<br>the seasons and<br>how day length<br>varies. |  | -Recognise that<br>light from the<br>sun can be<br>dangerous and<br>that there are<br>ways to protect<br>their eyes. (Y3 -<br>Light) |  | -Use the idea of<br>the Earth's<br>rotation to<br>explain day and<br>night and the<br>apparent<br>movement of the<br>Sun across the<br>sky. (Y5 - Earth<br>and space) |  |
| Materials       | -Use all their<br>senses in hands-  | -Explore the<br>natural world<br>around them.   | -Distinguish<br>between an<br>object and the   | -Identify and<br>compare the<br>suitability of a   | -Compare and<br>group together<br>different kinds of   | -Compare and<br>group materials<br>together, | - Compare and<br>group together<br>everyday   |  |





| m exploration of natural materials mather they see, hear and feel which it is made in which it is made feel which is made from some metarials whether this made form some materials whether this made form some materials whether they are waryday materials whether they are warded form some materials warde form some materials on the basis of their simple physical properties. I was also were deal which warde for the materials whether they are warded for materials on the basis of their simple physical properties. I was also were deal which this formed when they are warded for the some materials warde form a solution. The wore of sources warde form a solution with basis of their simple physical properties. I was also were deal which they are warded fore they are warded for the sources warded for the sources warded for  |   |                       |                 |                 |                 |                   |                    |                 | VERITAS |
|---|---|-----------------------|-----------------|-----------------|-----------------|-------------------|--------------------|-----------------|---------|
| -Explore outside. and feel whilst outside. and the materials, with similar and/or differences between materials and changes they notice. The source of the materials of the source of th  |   |                       |                 |                 | variety of      |                   |                    |                 |         |
| collections of materials with similar and/or mame a variety of everyday different properties.<br>-Talk about the ding wood, materials, and changes they notice.<br>-Talk about the shapes of a simple terms have the shapes of the shapes of the shapes of the shapes of their simple physical properties. (3) - Diserve that some materials of the shapes of their simple physical properties of a variety of everyday materials can be variety of everyday materials.<br>- Describe the simple physical properties. (3) - Diserve that some materials of the shapes of their simple physical properties of a variety of everyday materials can be variety of everyday materials.<br>- Compare and group together a variety of everyday materials of their simple physical properties. (3) - Diserve that some materials (and the shapes of a solid origits materials can be variety of everyday materials on the basis of their simple physical properties. (3) - Diserve that some materials (3) - Find. thus the shapes of a solid origits materials can be variety of everyday materials on the basis of their simple physical properties. (4) - Diserve that some materials (4) - Find. The shapes of a solid origits materials (4) - Forcks (4) - Compare and group together a materials (4) - Compare and group together a materials (4) - Forces and magnetis (4) - Force reasons, hased or conductors (4) - Forces a  | r | ratural materials.    |                 | which it is     | everyday        | basis of their    | whether they are   | basis of their  |         |
| materials, with<br>similar and/or<br>different properties.name a variety<br>of everyday<br>materials,<br>including word,<br>plastic, glass,<br>notice.materials,<br>including word,<br>plastic, glass,<br>materials,<br>and changes they<br>notice.materials,<br>   | - | -Explore              | and feel whilst | made.           | materials,      | appearance and    | solids, liquids or | properties,     |         |
| similar and/or<br>differents properties.<br>-Talk about the<br>differences<br>between materials<br>and changes they<br>notice.  | C | collections of        | outside.        | -Identify and   | including wood, |                   |                    | including their |         |
| different properties.<br>-Talk adout the<br>differences<br>between materials<br>and changes they<br>notice.<br>-Describe the<br>simple physical<br>properties of a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>solution.<br>-Compare and<br>solution.<br>-Compare and<br>associate metars<br>variety of<br>everyday<br>-Compare and<br>associate metars<br>-Compare and<br>-Compare and<br>-Compare and<br>-Compare and<br>-Compare and<br>-Compare and<br>-Compare and<br>-Compare and<br>-Compare and<br>-Compare and<br>-C  | r | naterials with        |                 | name a variety  | metal, plastic, | properties. (Y3 - | -Observe that      | hardness,       |         |
| -Talk about the<br>differences<br>between materials<br>and changes they<br>notice.  | S | similar and/or        |                 | of everyday     | glass, brick,   | Rocks)            | some materials     | solubility,     |         |
| differences<br>between materials<br>and changes they<br>notice.   | C | lifferent properties. |                 | materials,      | rock, paper and | -Describe in      | change state       | transparency,   |         |
| hebween materials<br>and changes they<br>notice.  | - | -Talk about the       |                 | including wood, | cardboard for   | simple terms      | when they are      | conductivity    |         |
| and changes they<br>notice.<br>and rock.<br>-Describe the<br>simple physical<br>properties.<br>and rock.<br>-Describe the<br>solution, and<br>assolution, and<br>assolution,<br>and associate<br>and associate<br>and associate<br>and associate<br>and associate<br>and associate<br>and associate<br>and associate<br>and associate<br>and associate<br>assolution,<br>and associate<br>and associate<br>assolution,<br>and associate<br>and associate<br>assolution,<br>and associate<br>and associate<br>assolution,<br>and<br>associate metals<br>with heing gord<br>conductors, and<br>associate metals<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution<br>assolution  | C | differences           |                 | plastic, glass, |                 |                   |                    | •               |         |
| notice.<br>-Describe the<br>simple physical<br>properties of a<br>variety of<br>everyday<br>materials.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>didentify some<br>magnetis<br>-Forces and<br>magnets)<br>-Compare and<br>conductors and<br>including<br>through filtering,<br>seven consume<br>-Give reasons,<br>based on<br>everyday<br>materials of their<br>simple physical<br>properties.<br>-Compare and<br>didentify some<br>magnets<br>-Compare and<br>conductors and<br>including<br>through filtering,<br>seven on<br>everyday<br>-Cive reasons,<br>based on<br>everyday<br>-Cive reasons,<br>based on<br>everyday<br>-Cive reasons,<br>based on   |   |                       |                 |                 |                 | <b>3</b>          |                    | thermal), and   |         |
| simple physical<br>properties of a<br>variety of<br>everyday<br>group together a<br>variety of<br>everyday<br>materials.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>waterials can be<br>changed by<br>stretching.<br>Half and from some<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>Half and from some<br>variety of<br>everyday<br>materials (Y3<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herding,<br>herdi | C | and changes they      |                 |                 |                 |                   | research the       | response to     |         |
| properties of a<br>vuriety of<br>everyday<br>materials.materials can be<br>changed by<br>squashing,<br>bending,- Rocks)<br>- Compare and<br>group together a<br>vuriety of<br>everyday<br>materials.happens in<br>degrees. Celsius<br>(*C).some materials<br>will dissolve in<br>liquid to form a<br>solution, and<br>describe how to<br>recover a- Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties Norcks)<br>stretching Norcks)<br>- Compare and<br>stretching Norcks)<br>- Compare and<br>stretching Norcks)<br>- Noriety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties Norcks)<br>- Norce and<br>simple physical<br>properties Norcks)<br>- Norce and<br>attracted to a<br>magnet and<br>magnetaic Norcks)<br>- Norce and<br>magnetaic Norcks)<br>- Norce and<br>magnetaic Norcks)<br>- Norce and<br>magnetaic Norce and<br>- Norce and<br>magnetaic Norce and<br>- Nordensation, and<br>- Norce and<br>- Norce and<br>- Norce and<br>- Nordensation, and<br>- Norce and<br>- Norce and<br>- Nordensation, and<br>- No  | r | rotice.               |                 |                 |                 |                   |                    |                 |         |
| variety of<br>everyday<br>materials.changed by<br>squashing,<br>bending,<br>twisting and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.changed by<br>squashing,<br>bwisting and<br>stretchingCompare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>propertiesCompare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>propertiesCompare and<br>group together a<br>variety of<br>stretching.degrees Celsius<br>(°C).will dissolve in<br>liquid to form a<br>solution, and<br>pact played by<br>everyday<br>and cassociate<br>the vater cycle<br>and associate<br>materials. (Y3 -<br>Forces and<br>magnets)will dissolve in<br>liquid to form a<br>solution, and<br>pact played by<br>evaporation and<br>the water cycle<br>and gases to<br>decide how<br>mixtures might<br>be separated,<br>including<br>through filtering,<br>associate metals<br>with being good<br>conductors. (Y4<br>- Electricity)will dissolve in<br>liquid to form a<br>solution, and<br>describe how to<br>recover a<br>substance from a<br>substance from a<br>the water cycle<br>and gases to<br>decide how<br>mixtures might<br>be separated,<br>ordiurors. (Y4<br>- Electricity)will dissolve in<br>liquid to form a<br>solution, and<br>describe how to<br>recover a<br>substance from a<br>sieving and<br>substance from a<br>sieving and<br>substance from a<br>substance from a<br>severyday<br>substance from a<br>substance f  |   |                       |                 |                 |                 |                   |                    |                 |         |
| everyday<br>materials.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>  |   |                       |                 |                 |                 |                   |                    |                 |         |
| materials.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>stretching.<br>-Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.<br>-Compare and<br>stretching.<br>-Compare and<br>they are<br>-Compare and<br>the vater cycle<br>solution.<br>-Compare and<br>the vater cycle<br>-Compare and<br>solution.<br>-Compare and<br>the vater cycle<br>-Compare and<br>the vater cycle<br>-Compare and<br>-Compare and<br>the vater cycle<br>-Compare and<br>the vater cycle<br>-Compare and<br>the vater cycle<br>-Compare and<br>-Compare   |   |                       |                 | 5 5             |                 |                   |                    |                 |         |
| -Compare and<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.  |   |                       |                 |                 |                 |                   |                    |                 |         |
| group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.  |   |                       |                 |                 |                 |                   |                    |                 |         |
| variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.  |   |                       |                 |                 | 5               |                   |                    | describe how to |         |
| everyday<br>materials on the<br>basis of their<br>simple physical<br>properties.  |   |                       |                 |                 | stretching.     |                   |                    |                 |         |
| materials on the<br>basis of their<br>simple physical<br>properties.  |   |                       |                 | 5 5             |                 | •                 |                    |                 |         |
| hasis of their<br>simple physical<br>properties.  |   |                       |                 |                 |                 |                   |                    |                 |         |
| simple physical<br>properties.  |   |                       |                 |                 |                 |                   |                    |                 |         |
| properties.<br>properties.<br>magnetic<br>materials. (Y3 -<br>Forces and<br>magnets)<br>temperature.<br>-Recognise some<br>conductors and<br>including<br>through filtering,<br>associate metals<br>vith being good<br>conductors. (Y4<br>- Electricity)<br>based on<br>evaporating.<br>-Give reasons,<br>based on<br>evidence from   |   |                       |                 |                 |                 |                   | 5                  |                 |         |
| materials. (Y3 -<br>Forces and<br>magnets)       -Recognise some<br>common<br>including<br>through filtering,<br>sieving and<br>evaporating.<br>-Give reasons,<br>based on<br>evidence from       materials. (Y3 -<br>Forces and<br>insulators, and<br>associate metals<br>vith being good<br>evaporating.<br>-Give reasons,<br>based on<br>evidence from   |   |                       |                 |                 |                 |                   |                    |                 |         |
| Forces and magnets) common be separated, including through filtering, associate metals vith being good evaporating.<br>- Give reasons, based on evidence from   |   |                       |                 | properties.     |                 |                   |                    |                 |         |
| magnets) conductors and including<br>insulators, and including<br>through filtering,<br>sieving and<br>evaporating.<br>- Give reasons,<br>- Electricity) based on<br>evidence from  |   |                       |                 |                 |                 |                   | -Recognise some    |                 |         |
| insulators, and<br>associate metals<br>with being good<br>conductors. (Y4<br>- Electricity)<br>based on<br>evidence from  |   |                       |                 |                 |                 |                   |                    |                 |         |
| associate metals<br>with being good<br>conductors. (Y4<br>- Electricity)<br>based on<br>evidence from   |   |                       |                 |                 |                 | magnets)          |                    | 5               |         |
| with being good evaporating.<br>conductors. (Y4<br>- Electricity) based on<br>evidence from   |   |                       |                 |                 |                 |                   |                    |                 |         |
| conductors. (Y4 - Give reasons,<br>- Electricity) based on<br>evidence from   |   |                       |                 |                 |                 |                   |                    |                 |         |
| - Electricity) based on<br>evidence from  |   |                       |                 |                 |                 |                   |                    |                 |         |
| evidence from   |   |                       |                 |                 |                 |                   | •                  |                 |         |
|   |   |                       |                 |                 |                 |                   | - Electricity)     |                 |         |
|   |   |                       |                 |                 |                 |                   |                    |                 |         |
| comparative and   |   |                       |                 |                 |                 |                   |                    | comparative and |         |





| Contraction of the second seco |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  | fair tests, for the<br>particular uses of<br>everyday<br>materials,<br>including metals,<br>wood and<br>plastic.<br>-Demonstrate<br>that dissolving,<br>mixing and<br>changes of state<br>are reversible<br>changes.<br>-Explain that<br>some changes<br>result in the<br>formation of new<br>materials, and<br>that this kind of<br>change is not<br>usually<br>reversible,<br>including<br>changes<br>associated with<br>burning and the<br>action of acid on<br>bicarbonate of<br>soda. |   |
| Rocks  | -Use all their<br>senses in hands-<br>on exploration of<br>natural materials.<br>(Nursery – Living | -Explore the<br>natural world<br>around them.<br>(Reception –<br>Living things | -Distinguish<br>between an<br>object and the<br>material from<br>which it is | -Identify and<br>compare the<br>suitability of a<br>variety of<br>everyday | -Compare and<br>group together<br>different kinds of<br>rocks on the<br>basis of their |  | -Recognise that<br>living things<br>have changed<br>over time and<br>that fossils |



Light



| different properties.<br>(Nursery - Living<br>things and their<br>habitats)(Reception -<br>Living things-<br>and their<br>habitats)materials,<br>plastic, glass,<br>metal, water,<br>and note, (Y1 -<br>Everyday<br>materials)forméd when<br>things that have<br>thaiges that have<br>wurded are trapped.<br>within rock.<br>-Recognise that<br>soils are made<br>form orcks and<br>organic matter.garticular uses.<br>(V2 - Uses of<br>wurded)<br>within rock.<br>-Recognise that<br>soils are made<br>organic matter.garticular uses.<br>things that have<br>things that have<br>wurded are trapped.<br>within rock.<br>-Recognise that<br>soils are made<br>organic matter.garticular uses.<br>that and<br>the are trapped.<br>within rock.<br>-Recognise that<br>soils are made<br>organic matter.garticular uses.<br>that and<br>the are trapped.<br>within rock.<br>-Recognise that<br>soils are made<br>organic matter.form orde are trapped.<br>within rock.<br>-Recognise that<br>organic matter.form orde are trapped.<br>within rock.<br>-Recognise thatform orde are trapped.<br>within rock.<br>-Recognise that<br>are are are are are are are are are are   |                       |                 |                   |                  |                   |                |                   |
|--|-----------------------|-----------------|-------------------|------------------|-------------------|----------------|-------------------|
| <ul> <li>Explore of collections of properties of a variety of everyday materials.</li> <li>(Nurser) - Living things and their habitats)</li> <li>-Describe what they see, hear and feed whils of different properties.</li> <li>(Nurser) - Living things and their habitats)</li> <li>-Describe what they see, hear and feed whils of including word, plastic, glass, brick, more avariety of everyday materials.</li> <li>(Nurser) - Living things and their habitats)</li> <li>-Describe what they see, hear and their habitats)</li> <li>-Describe what they see, hear and their habitats)</li> <li>-Describe what they are trapped with they see, hear and their habitats)</li> <li>-Describe the simple terms habitats)</li> <li>-Describe they see of a variety of everyday materials.</li> <li>-Describe the simple terms habitats.</li> <li>-Describe they see of a variety of everyday materials.</li> <li>-Describe the simple terms habitats.</li> <li>-Descr</li></ul>   |                       |                 |                   | -                |                   |                | •                 |
| <ul> <li>collections of materials with similar and/or different properties. (Narsen - Living things and their habitats)</li> <li>they see, hear and feel whilk similar and/or different properties. (Narsen - Living things and their habitats)</li> <li>thabitats)</li> <li>- Identify and name a variety of everyday materials, including word, habitats)</li> <li>- Describe the simple physical properties of a variety of everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Compare and group together a variety of everyday materials. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Compare and group together a variety of everyday materials.</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> <li>- Describe the basis of their simple physical properties. (Y1 - Everyday materials)</li> </ul>  |                       |                 |                   |                  |                   |                |                   |
| materials with<br>similar and/or<br>different properties<br>(Nursey - Living<br>things and their<br>habitats)and feel whilst<br>of everyday<br>materials,<br>plastic, glass,<br>and total, (Y1 -<br>Everyday<br>materials)cock, paper and<br>cardboard for<br>particular uses.<br>(Y2 - Uses of<br>everyday<br>materials)simple terms<br>how fossils are<br>formed when<br>things that have<br>lived are trapped<br>within rock.<br>- Recognise thatsimple terms<br>how fossils are<br>formed when<br>things that have<br>lived are trapped<br>within rock.<br>- Recognise thatsimple terms<br>how fossils are<br>form rocks are<br>things that have<br>lived are trapped<br>within rock.<br>- Recognise that<br>organic matter.simple terms<br>how fossils are<br>form rocks and<br>organic matter.simple terms<br>fossils are<br>form rocks and<br>organic matter.simple terms<br>fossils are<br>form roc  |                       |                 |                   |                  |                   |                |                   |
| similar and/or<br>different properties.<br>(Nursery – Living things<br>and their<br>habitats)<br>- Describe what<br>- Explore how Describe what - identify, name,  |                       |                 | -Identify and     |                  |                   |                |                   |
| different properties.<br>(Nursery - Living<br>things and their<br>habitats)       (Reception -<br>Living things<br>and their<br>habitats)       materials,<br>plastic, glass,<br>metal, water,<br>and rock. (Y1 -<br>Everyday<br>materials)       particular uses.<br>(Y2 - Uses of<br>everyday<br>materials)       formed when<br>things that have<br>lived are trapped<br>within rock.       softs<br>-Recognise that       softs<br>are made<br>from rocks and<br>organic matter.       inheritance)         - Berphore how       -Describe what       -Describe the<br>simple physical<br>properties. (Y1 -<br>Everyday<br>materials)       softs are made<br>from rocks and<br>organic matter.       -Recognise that       -Recognise that  |                       | and feel whilst | name a variety    | rock, paper and  |                   |                |                   |
| (Nursery - Living<br>things and their<br>habitats)       Living things<br>and their<br>habitats)       including word,<br>plastic, glass,<br>materials)       (Y2 - Uses of<br>everyday<br>materials)       things that have<br>lived are trapped.<br>"Within rock."       Evelution and<br>inheritance)         - Bescribe the<br>simple physical<br>properties of a<br>variety of<br>everyday<br>materials.       - Describe the<br>simple physical<br>properties of a<br>variety of<br>everyday<br>materials.       - Recognise that<br>soils are made<br>from rocks and<br>organic matter.       - Recognise that<br>soils are made       - Recognise that<br>soils are made         - Explore how       - Describe what       - Identify, name,       - Recognise that       - Compare and       - Recognise that   | similar and/or        | outside.        | of everyday       | cardboard for    | how fossils are   |                | Earth millions of |
| things and their<br>habitats)       and their<br>habitats)       and their<br>habitats)       plastic, glass,<br>metal, water,<br>and rock. (Y1 -<br>Everyday<br>materials)       everyday<br>materials)       lived are trapped<br>within rock.<br>-Recognise that<br>soils are made<br>from rocks and<br>organic matter.       inheritance)         - Describe the<br>simple physical<br>properties of a<br>variety of<br>everyday<br>materials)       - Describe the<br>simple physical<br>properties of a<br>variety of<br>everyday<br>materials)       - Compare and<br>properties. (Y1 -<br>Everyday<br>materials)       - Recognise that       - Compare and<br>- Recognise that  | different properties. | (Reception –    | materials,        | particular uses. | formed when       |                |                   |
| habitats)       metal, water,<br>and rock. (Y1 -<br>Everyday<br>materials)       materials)       within rock.         - Recognise that<br>soils are made<br>from rocks and<br>organic matter.       - Recognise that<br>soils are made<br>from rocks and<br>organic matter.       - Recognise that<br>soils are made<br>from rocks and<br>organic matter.         - Describe the<br>simple physical<br>properties of a<br>variety of<br>everyday<br>materials)       - Oescribe the<br>simple physical<br>group together a<br>variety of<br>everyday<br>materials on the<br>basis of their<br>simple physical<br>properties. (Y1 -<br>Everyday<br>materials)       - Recognise that       - Compare and<br>- Recognise that   | (Nursery – Living     | Living things   | including wood,   | (Y2 - Uses of    | things that have  |                | Evolution and     |
| <ul> <li>- Explore how</li> <li>- Describe what</li> <li>- Identify, name,</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> </ul>  | things and their      | and their       | plastic, glass,   | everyday         | lived are trapped |                | inheritance)      |
| Everyday       soils are made         rom rocks and       organic matter.         organic matter.       organic matter.  | habitats)             | habitats)       | metal, water,     | materials)       | within rock.      |                |                   |
| <ul> <li>-Explore how</li> <li>-Describe what</li> </ul>   |                       |                 | and rock. (Y1 -   |                  | -Recognise that   |                |                   |
| <ul> <li>-Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)</li> <li>-Compare and group together a variety of everyday materials.)</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials.</li> <li>-Compare and - Recognise that</li> </ul>   |                       |                 | Everyday          |                  | soils are made    |                |                   |
| <ul> <li>-Explore how</li> <li>-Explore how</li> <li>-Explore how</li> <li>-Describe what</li> <li>-Identify, name,</li> <li>- Compare and</li> <li>- Recognise that</li> </ul>  |                       |                 | materials)        |                  | from rocks and    |                |                   |
| <ul> <li>-Explore how</li> <li>-Describe what</li> <li>-Identify, name,</li> <li>-Recognise that</li> </ul>  |                       |                 | -Describe the     |                  | organic matter.   |                |                   |
| -Explore how       -Describe what       -Identify, name,       -Recognise that       -Recognise that       -Compare and  |                       |                 | simple physical   |                  | 5                 |                |                   |
| everydaj       materials. (Y1 -         Everyday       materials. (Y1 -         Everyday       materials.)         -Compare and       group together a         variety of       everyday         materials.on the       basis of their         simple physical       properties. (Y1 -         Everyday       materials.         -Explore how       -Describe what         -Identify, name,       -Recognise that  |                       |                 | properties of a   |                  |                   |                |                   |
| <ul> <li>-Explore howr</li> <li>-Describe what</li> <li>-Identify, name,</li> <li>-Recognise that</li> </ul>   |                       |                 | variety of        |                  |                   |                |                   |
| <ul> <li>Everyday<br/>materials)</li> <li>-Compare and<br/>group together a<br/>variety of<br/>everyday<br/>materials on the<br/>basis of their<br/>simple physical<br/>properties. (Y1 -<br/>Everyday<br/>materials)</li> <li>-Explore how</li> <li>-Describe what</li> <li>-Identify, name,</li> <li>-Recognise that</li> </ul>  |                       |                 | everyday          |                  |                   |                |                   |
| Image: space of the space of                 |                       |                 | materials. (Y1 -  |                  |                   |                |                   |
| <ul> <li>-Compare and<br/>group together a<br/>variety of<br/>everyday<br/>materials on the<br/>basis of their<br/>simple physical<br/>properties. (Y1 -<br/>Everyday<br/>materials)</li> <li>-Explore how -Describe what</li> <li>-Identify, name,</li> <li>-Recognise that</li> <li>-Recognise that</li> </ul>   |                       |                 | Everyday          |                  |                   |                |                   |
| -Explore how-Describe what-Identify, name,-Recognise that-Compare and-Recognise that   |                       |                 | materials)        |                  |                   |                |                   |
| variety of       everyday         everyday       materials on the         basis of their       simple physical         properties. (Y1 -         Everyday         materials)         -Explore how       -Describe what         -Identify, name,         -Recognise that       -Compare and   |                       |                 | -Compare and      |                  |                   |                |                   |
| <ul> <li>everyday<br/>materials on the<br/>basis of their<br/>simple physical<br/>properties. (Y1 -<br/>Everyday<br/>materials)</li> <li>-Explore how</li> <li>-Describe what</li> <li>-Identify, name,</li> <li>-Recognise that</li> <li>-Recognise that</li> </ul>   |                       |                 | group together a  |                  |                   |                |                   |
| <ul> <li>everyday<br/>materials on the<br/>basis of their<br/>simple physical<br/>properties. (Y1 -<br/>Everyday<br/>materials)</li> <li>-Explore how</li> <li>-Describe what</li> <li>-Identify, name,</li> <li>-Recognise that</li> <li>-Recognise that</li> </ul>   |                       |                 | variety of        |                  |                   |                |                   |
| basis of their<br>simple physical<br>properties. (Y1 -<br>Everyday<br>materials)basis of their<br>simple physical<br>properties. (Y1 -<br>Everyday<br>materials)compare andcompare and-Explore how-Describe what-Identify, name,-Recognise that-Compare and-Recognise that   |                       |                 |                   |                  |                   |                |                   |
| -Explore how       -Describe what       -Identify, name,       -Recognise that       -Compare and       -Recognise that  |                       |                 | materials on the  |                  |                   |                |                   |
| -Explore how       -Describe what       -Identify, name,       -Recognise that       -Compare and       -Recognise that  |                       |                 | basis of their    |                  |                   |                |                   |
| Everyday<br>materials)     Everyday<br>materials)     Period     Period       -Explore how     -Describe what     -Identify, name,     -Recognise that     -Compare and     -Recognise that  |                       |                 | simple physical   |                  |                   |                |                   |
| Image: second                  |                       |                 | properties. (Y1 - |                  |                   |                |                   |
| -Explore how -Describe what -Identify, name, -Recognise that -Compare and -Recognise that  |                       |                 | Everyday          |                  |                   |                |                   |
|  |                       |                 | materials)        |                  |                   |                |                   |
|  | -Explore how          | -Describe what  | -Identify, name.  |                  | -Recognise that   | -Compare and   | -Recognise that   |
| a princips work. I need see, need a maximum and a please of the present of the present of the present of the please of the pleas | things work.          | they see, hear  | draw and label    |                  | they need light   | group together | light appears to  |
| the basic parts in order to see everyday   | 5                     | 5 /             |                   |                  |                   | <b>J I J</b>   | 5 11              |





| Ridoup Benick |                   |                 |                   |                  |                    |                  | VERITAS             |
|---------------|-------------------|-----------------|-------------------|------------------|--------------------|------------------|---------------------|
|               | -Talk about the   | and feel whilst | of the human      |                  | things and that    | materials on the | travel in straight  |
|               | differences in    | outside.        | body and say      |                  | dark is the        | basis of their   | lines.              |
|               | materials and     |                 | which part of the |                  | absence of light.  | properties,      | -Use the idea       |
|               | changes they      |                 | body is           |                  | -Notice that light | including their  | that light travels  |
|               | notice.           |                 | associated with   |                  | is reflected from  | hardness,        | in straight lines   |
|               |                   |                 | each sense. (Y1 - |                  | surfaces.          | solubility,      | to explain that     |
|               |                   |                 | Animals,          |                  | -Recognise that    | transparency,    | objects are seen    |
|               |                   |                 | including         |                  | light from the     | conductivity     | because they        |
|               |                   |                 | humans)           |                  | sun can be         | (electrical and  | give out or reflect |
|               |                   |                 | -Describe the     |                  | dangerous and      | thermal), and    | light into the      |
|               |                   |                 | simple physical   |                  | that there are     | response to      | eye.                |
|               |                   |                 | properties of a   |                  | ways to protect    | magnets. (Y5 -   | -Explain that we    |
|               |                   |                 | variety of        |                  | their eyes.        | Properties and   | see things          |
|               |                   |                 | everyday          |                  | -Recognise that    | changes of       | because light       |
|               |                   |                 | materials. (Y1 -  |                  | shadows are        | materials)       | travels from light  |
|               |                   |                 | Materials)        |                  | formed when the    |                  | sources to our      |
|               |                   |                 |                   |                  | light from a light |                  | eyes or from        |
|               |                   |                 |                   |                  | source is blocked  |                  | light sources to    |
|               |                   |                 |                   |                  | by an opaque       |                  | objects and then    |
|               |                   |                 |                   |                  | object.            |                  | to our eyes.        |
|               |                   |                 |                   |                  | -Find patterns in  |                  | -Use the idea       |
|               |                   |                 |                   |                  | the way that the   |                  | that light travels  |
|               |                   |                 |                   |                  | size of shadows    |                  | in straight lines   |
|               |                   |                 |                   |                  | change.            |                  | to explain why      |
|               |                   |                 |                   |                  | -                  |                  | shadows have        |
|               |                   |                 |                   |                  |                    |                  | the same shape      |
|               |                   |                 |                   |                  |                    |                  | as the objects      |
|               |                   |                 |                   |                  |                    |                  | that cast them.     |
| Forces        | -Explore how      | -Explore the    |                   | -Find out how    | -Compare how       | -Explain that    |                     |
|               | things work.      | natural world   |                   | the shapes of    | things move on     | unsupported      |                     |
|               | -Explore and talk | around them.    |                   | solid objects    | different          | objects fall     |                     |
|               | about different   | -Describe what  |                   | made from some   | surfaces.          | towards the      |                     |
|               | forces they can   | they see, hear  |                   | materials can be | -Notice that       | Earth because of |                     |
|               | feel.             | -               |                   | changed by       | some forces need   | the force of     |                     |





| 2                 |                 |                   |                   |                    |
|-------------------|-----------------|-------------------|-------------------|--------------------|
| -Talk about the   | and feel whilst | squashing,        | contact between   | gravity acting     |
| differences       | outside         | bending,          | two objects, but  | between the        |
| between materials |                 | twisting and      | magnetic forces   | Earth and the      |
| and changes they  |                 | stretching. (Y2 - | can act at a      | falling object.    |
| notice.           |                 | Uses of everyday  | distance.         | -Identify the      |
|                   |                 | materials)        | -Observe how      | effects of air     |
|                   |                 |                   | magnets attract   | resistance, water  |
|                   |                 |                   | or repel each     | resistance and     |
|                   |                 |                   | other and attract | friction, that act |
|                   |                 |                   | some materials    | between moving     |
|                   |                 |                   | and not others.   | surfaces.          |
|                   |                 |                   | -Compare and      | -Recognise that    |
|                   |                 |                   | group together a  | some               |
|                   |                 |                   | variety of        | mechanisms,        |
|                   |                 |                   | everyday          | including levers,  |
|                   |                 |                   | materials on the  | pulleys and        |
|                   |                 |                   | basis of whether  | gears, allow a     |
|                   |                 |                   | they are          | smaller force to   |
|                   |                 |                   | attracted to a    | have a greater     |
|                   |                 |                   | magnet, and       | effect.            |
|                   |                 |                   | identify some     |                    |
|                   |                 |                   | magnetic          |                    |
|                   |                 |                   | materials.        |                    |
|                   |                 |                   | -Describe         |                    |
|                   |                 |                   | magnets as        |                    |
|                   |                 |                   | having two        |                    |
|                   |                 |                   | poles.            |                    |
|                   |                 |                   | -Predict whether  |                    |
|                   |                 |                   | two magnets       |                    |
|                   |                 |                   | will attract or   |                    |
|                   |                 |                   | repel each other, |                    |
|                   |                 |                   | depending on      |                    |
|                   |                 |                   | which poles are   |                    |
|                   |                 |                   | facing.           |                    |





| Rishop Revick |              |                 |                   | _                |                 |
|---------------|--------------|-----------------|-------------------|------------------|-----------------|
| Sound         | -Explore how | -Describe what  | -Identify, name,  | -Identify how    |                 |
|               | things work. | they see, hear  | draw and label    | sounds are       |                 |
|               |              | and feel whilst | the basic parts   | made,            |                 |
|               |              | outside.        | of the human      | associating some |                 |
|               |              |                 | body and say      | of them with     |                 |
|               |              |                 | which part of the | something        |                 |
|               |              |                 | body is           | vibrating.       |                 |
|               |              |                 | associated with   | -Recognise that  |                 |
|               |              |                 | each sense. (Y1 - | vibrations from  |                 |
|               |              |                 | Animals,          | sounds travel    |                 |
|               |              |                 | including         | through a        |                 |
|               |              |                 | humans)           | medium to the    |                 |
|               |              |                 |                   | ear.             |                 |
|               |              |                 |                   | -Find patterns   |                 |
|               |              |                 |                   | between the      |                 |
|               |              |                 |                   | pitch of a sound |                 |
|               |              |                 |                   | and features of  |                 |
|               |              |                 |                   | the object that  |                 |
|               |              |                 |                   | produced it.     |                 |
|               |              |                 |                   | -Find patterns   |                 |
|               |              |                 |                   | between the      |                 |
|               |              |                 |                   | volume of a      |                 |
|               |              |                 |                   | sound and the    |                 |
|               |              |                 |                   | strength of the  |                 |
|               |              |                 |                   | vibrations that  |                 |
|               |              |                 |                   | produced it.     |                 |
|               |              |                 |                   | -Recognise that  |                 |
|               |              |                 |                   | sounds get       |                 |
|               |              |                 |                   | fainter as the   |                 |
|               |              |                 |                   | distance from    |                 |
|               |              |                 |                   | the sound source |                 |
|               |              |                 |                   | increases.       |                 |
| Electricity   | -Explore how |                 |                   | -Identify        | -Associate the  |
| -             | things work. |                 |                   | common           | brightness of a |



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| appliances that       lamp or the         nu on       electricity.       buzzer with the         alectricity.       number and         simple series       vtdage of cells         electricity.       circuit         identifying and       circuit         identifying and       circuit         aming its basic       - Compare and         parts, including       give reasons for         cells, wires,       vtraitains in         bubbs, switches       how components         and buzzers,       function,         -Identify       including the         bubbs, switches       buzzers and the         buzzers and the       buzzers and the         based on       on of pasition         whether or not       of switches.         the lamp is part       -Use recognised         of a complete       symbols when.         loop with a       representing a         battery.       simple circuit in         associate this       with whether or   | GY W KA |  |  |                     |                  |
|---|---------|--|--|---------------------|------------------|
| Image: series       buzzer with the         -Construct a       number and         simple series       vritage of cells         electrical circuit,       used in the         identifying and       circuit,         naming its basic       -Compare and         parts, including       give reasons for         cells, wires,       vuriations in         bulbs, switches       how components         and buzzers,       function,         - Identify       including the         whether or not a       bulbs, street         lamp will light       bulbs, the         in a simple       loudness of         series circuit,       series circuit,         whether or not       of switches.         loop with a       representing a         loop, with a       representing a         a switch opens       a         a switch opens       a         a diagram.       a diagram.         a switch opens       a         a diagram.       a diagram.  |         |  |  | appliances that     |                  |
| Image: series       -Construct a       number and         simple series       voltage of cells         electrical circuit,       used in the         identifying and       circuit.         naming its basic       -Construct, a         parts, including       give reasons for         cells, wires,       voltage of cells,         wires,       voltage of cells,         bulb, switches       how components         and buzzers.       function,         -Identify       including the         bulb, switches       bightness of         lamp. will light       bulbs, the         in a simple       loudness of         series.       circuit,         based on       on/off position,         whether or not       of switches.         based on       on/off position,         whether or not       of switches.         based on       on/off position,         whether or not       of switches.         loop with a       representing a         battery.       simple circuit in         adiagram.       adiagram.         with whether or       adiagram.         adiagram.       adiagram.         with whether or   |         |  |  | run on              |                  |
| simple series voltage of cells electrical circuit, used in the circuit identifying and naring its basic -Compare and parts, including give reasons for cells, wires, uriations in bulbs, switches how components and buzzers. function, -Identify including the brightness of buzzers. function, -Identify including the brightness of series circuit, buzzers and the buzzers of switches. In a simple total series circuit, buzzers and the buzzers and the buzzers and the buzzers of switches. In a simple total series circuit, buzzers and the buzzers are circuit and associate this with whether or not a lamp lights in a simple buzzers are completed buzzers.  |         |  |  | electricity.        | buzzer with the  |
| Image: series circuit, identifying and circuit, identifying and circuit, identifying and circuit, identifying and parts, including give reasons for cells, wires, wariations in how components and buzzers.       Image: how components of the components and buzzers.         Image: series circuit, image:   |         |  |  | -Construct a        | number and       |
| Image: state in the state is the state in the state in the state is the state is the state in the state is the state                                |         |  |  | simple series       | voltage of cells |
| Image: Second                               |         |  |  | electrical circuit, | used in the      |
| Image: series of the series                               |         |  |  | identifying and     | circuit.         |
| Image: series of the series                               |         |  |  | naming its basic    | -Compare and     |
| Image: series circuit, series, series circuit, series,                                |         |  |  |                     | give reasons for |
| Image: second                               |         |  |  | cells, wires,       |                  |
| and buzzers.       function,         -Identify       including the         whether or not a lamp lights       builty, the         Image of a complete       lower and the         Image of a complete       symbols when  |         |  |  |                     | how components   |
| Image: series control in the series of the series of the series control in the                                |         |  |  |                     |                  |
| Image: series circuit, series c                               |         |  |  |                     |                  |
| Image: series circuit, series c                               |         |  |  |                     |                  |
| Image: Series circuit, image: Series circit, image: Series circit, image: Series circuit, image: Series ci                               |         |  |  | lamp will light     |                  |
| Image: series circuit,       buzzers and the based on       on/off position         image: series circuit,       based on       on/off position         image: series circuit,       based on       off switches.         image: series circuit,       based on       off switches.         image: series circuit,       image: series circuit,       based on       off position         image: series circuit,       image: series circuit,       based on       off position         image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,         image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,         image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,         image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit,       image: series circuit, <td></td> <td></td> <td></td> <td></td> <td></td>   |         |  |  |                     |                  |
| whether or not is part -Use recognised of a complete symbols when representing a battery. simple circuit in -Recognise that a diagram a switch opens and closes a circuit a consociate this with whether or not a lamp lights in a simple is a simple in a simple |         |  |  |                     |                  |
| Image: series of the series                               |         |  |  | based on            | on/off position  |
| Image: second                               |         |  |  | whether or not      |                  |
| Image: symbols       symbols       symbols       when         Image: symbols       image: symbols       representing a         Image: symbols       image: symbols       simple circuit in         Image: symbols       -Recognise that       a diagram         Image: symbols       a       circuit and       associate this         Image: symbols       image: symbols       image: symbols       image: symbols         Image: symbols       image: symbols       image: symbols       image: symbols         Image: symbols       image: symbols       image: symbols       image: symbols         Image: symbols       image: symbols       image: symbols       image: symbols         Image: symbols       image: symbols       image: symbols       image: symbol  |         |  |  | the lamp is part    |                  |
| Image: second                               |         |  |  |                     | symbols when     |
| Image: second                               |         |  |  | loop with a         | representing a   |
| -Recognise that a diagram<br>a switch opens<br>and closes a<br>circuit and<br>associate this<br>with whether or<br>not a lamp lights<br>in a simple   |         |  |  | battery.            |                  |
| and closes a         circuit and         associate this         with whether or         not a lamp lights         in a simple   |         |  |  | -Recognise that     |                  |
| circuit and<br>associate this<br>with whether or<br>not a lamp lights<br>in a simple  |         |  |  | a switch opens      | -                |
| associate this<br>with whether or<br>not a lamp lights<br>in a simple   |         |  |  | and closes a        |                  |
| with whether or     not a lamp lights     in a simple   |         |  |  | circuit and         |                  |
| not a lamp lights<br>in a simple  |         |  |  | associate this      |                  |
| in a simple   |         |  |  | with whether or     |                  |
| in a simple   |         |  |  | not a lamp lights   |                  |
| series circuit  |         |  |  |                     |                  |
|   |         |  |  | series circuit.     |                  |
| -Recognise some   |         |  |  | -Recognise some     |                  |
| common  |         |  |  |                     |                  |
| conductors and  |         |  |  | conductors and      |                  |





|                 |   |  |  | insulators, and<br>associate metals<br>with being good<br>conductors. |  |  |
|-----------------|---|--|--|---|--|--|
| Earth and space | -Explore the<br>natural world<br>around them.<br>-Describe what<br>they see, hear<br>and feel whilst<br>outside | -Observe<br>changes across<br>the four seasons.<br>(Y1 – Seasonal<br>changes)<br>-Observe and<br>describe weather<br>associated with<br>the seasons and<br>how day length<br>varies. (Y1 –<br>Seasonal<br>changes) |  |   | -Describe the<br>movement of the<br>Earth, and other<br>planets, relative<br>to the Sun in the<br>solar system.<br>-Describe the<br>movement of the<br>Moon relative to<br>the Earth.<br>-Describe the<br>Sun, Earth and<br>Moon as<br>approximately<br>spherical bodies.<br>-Use the idea of<br>the Earth's<br>rotation to<br>explain day and<br>night and the<br>apparent<br>movement of the<br>sun across the<br>sky. |  |

National Curriculum statements in blue are from other linked topics.  $^{\ast}$