



Science Knowledge Progression Map

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





| | | -Understand the effect of changing seasons on the natural world around them. (Reception – Seasonal changes) | | | | | | |
|-------------------------------------|--|--|---|--|--|--|---|--|
| Living things and their habitats | -Use all their senses in hands- on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Begin to understand the need to respect and care for the natural environment and all living things. | -Draw information from a simple map. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live. | -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) -Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | -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 how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. | -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) | -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. -Construct and interpret a variety of food chains, | -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. | - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. - Give reasons for classifying plants and animals based on specific characteristics. - Recognise that living things 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 onment in ent ways |
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| humanssenses in hands- on exploration of natural materials.members of their immediate family and community.name a variety of common animalsanimals, including including humans, have offspring which the right typessimple functions of the basic parts of the digestive system inchanges as name the ma parts of the mams develop.humans-Begin tor make communityName and describe people who are familiar to themName and and mamnals. explicing which to them.animals, including first ownanimals, including including grow into adults.animals, including including and an animal.simple functions of the digestive system inchanges as humans, develop. to to dia age. -Describe the differences in the addescribe the that they cannot includinganimals, including includinganimals, including nutrition, and animals, includingsimple functions of the digestive system inchanges as humans, develop. to dia age. -Describe the differences in the and mamnal, an insect and a wessels and blood.Protocord-Name and environments and care for the natural environment and all living things.name a variety of common animals that are to the one in which they live.name a variety of common animals that are carnivores, of common animals that are carnivores, need to respect and care for the natural environment and all living things.members of the and mamnals.name a variety animals, for survival (water, of common animals havesimple functions the digestive the hight< | Biology Broatch | | | | | | | | 4 VERITAS |
|---|-----------------|---|---|---|--|---|---|---|--|
| amphibians, reptiles, birds and mammals, including pets).food, and hygiene. and mammals, -Describe how including pets).transported within animal including humansIdentify, name, draw and label the basic parts of the human body and say which part of the body is-Describe food the transported within animal classified intu broad groups according to common observable | 5 | senses in hands- on exploration of natural materials. -Begin to make sense of their own life-story and family's history. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and | members of their immediate family and community. -Name and describe people who are familiar to them. -Recognise some environments that are different to the one in | name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). -Identify, name, draw and label the basic parts of the human body and say which part of the body is | animals, including humans, have offspring which grow into adults. -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and | 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. -Identify that humans and some other animals have skeletons and muscles for support, | 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 | changes as humans develop to old age. -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) -Describe the life process of reproduction in some plants and animals. (Y5 - Living things | -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans. -Describe how living things are classified into broad groups according to common |





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





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|-----------------|---|---|--|--|--|--|---|--|
| | | | | Living things and their habitats) -Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) | seed dispersal. (Y3 - Plants) | | | 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 in different ways and that adaptation may lead to evolution. |
| Seasonal change | -Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals, excluding humans) | -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. | -Observe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies. | | -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light) | | -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space) | |
| Materials | -Use all their senses in hands- | -Explore the natural world around them. | -Distinguish between an object and the | -Identify and compare the suitability of a | -Compare and group together different kinds of | -Compare and group materials together, | - Compare and group together 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. -Talk about the ding wood, materials, and changes they notice. -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. - 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. - 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 similar and/or different properties.name a variety of everyday materials, including word, plastic, glass, notice.materials, including word, plastic, glass, materials, and changes they notice.materials, | - | -Explore | and feel whilst | made. | materials, | appearance and | solids, liquids or | properties, | |
| similar and/or differents properties. -Talk about the differences between materials and changes they notice. | C | collections of | outside. | -Identify and | including wood, | | | including their | |
| different properties. -Talk adout the differences between materials and changes they notice. -Describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and solution. -Compare and solution. -Compare and associate metars variety of everyday -Compare and associate metars -Compare and -Compare and -Compare and -Compare and -Compare and -Compare and -Compare and -Compare and -Compare and -Compare and -C | r | naterials with | | name a variety | metal, plastic, | properties. (Y3 - | -Observe that | hardness, | |
| -Talk about the differences between materials and changes they notice. | S | similar and/or | | of everyday | glass, brick, | Rocks) | some materials | solubility, | |
| differences between materials and changes they notice. | C | lifferent properties. | | materials, | rock, paper and | -Describe in | change state | transparency, | |
| hebween materials and changes they notice. | - | -Talk about the | | including wood, | cardboard for | simple terms | when they are | conductivity | |
| and changes they notice. and rock. -Describe the simple physical properties. and rock. -Describe the solution, and assolution, and assolution, and associate and associate and associate and associate and associate and associate and associate and associate and associate and associate assolution, and associate and associate assolution, and associate and associate assolution, and associate and associate assolution, and associate metals with heing gord conductors, and associate metals assolution | C | differences | | plastic, glass, | | | | • | |
| notice. -Describe the simple physical properties of a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and didentify some magnetis -Forces and magnets) -Compare and conductors and including through filtering, seven consume -Give reasons, based on everyday materials of their simple physical properties. -Compare and didentify some magnets -Compare and conductors and including through filtering, seven on everyday -Cive reasons, based on everyday -Cive reasons, based on everyday -Cive reasons, based on | | | | | | 3 | | thermal), and | |
| simple physical properties of a variety of everyday group together a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. Half and from some waterials can be changed by stretching. Half and from some variety of everyday materials on the basis of their simple physical properties. Half and from some variety of everyday materials on the basis of their simple physical properties. Half and from some variety of everyday materials on the basis of their simple physical properties. Half and from some variety of everyday materials on the basis of their simple physical properties. Half and from some variety of everyday materials on the basis of their simple physical properties. Half and from some variety of everyday materials on the basis of their simple physical properties. Half and from some variety of everyday materials on the basis of their simple physical properties. Half and from some variety of everyday materials (Y3 herding, herdi | C | and changes they | | | | | research the | response to | |
| properties of a vuriety of everyday materials.materials can be changed by squashing, bending,- Rocks) - Compare and group together a vuriety of everyday materials.happens in degrees. Celsius (*C).some materials will dissolve in liquid to form a solution, and describe how to recover a- Compare and group together a variety of everyday materials on the basis of their simple physical properties Norcks) stretching Norcks) - Compare and stretching Norcks) - Compare and stretching Norcks) - Noriety of everyday materials on the basis of their simple physical properties Norcks) - Norce and simple physical properties Norcks) - Norce and attracted to a magnet and magnetaic Norcks) - Norce and magnetaic Norcks) - Norce and magnetaic Norcks) - Norce and magnetaic Norce and - Norce and magnetaic Norce and - Nordensation, and - Norce and - Norce and - Norce and - Nordensation, and - Norce and - Norce and - Nordensation, and - No | r | rotice. | | | | | | | |
| variety of everyday materials.changed by squashing, bending, twisting and group together a variety of everyday materials on the basis of their simple physical properties.changed by squashing, bwisting and stretchingCompare and group together a variety of everyday materials on the basis of their simple physical propertiesCompare and group together a variety of everyday materials on the basis of their simple physical propertiesCompare and group together a variety of stretching.degrees Celsius (°C).will dissolve in liquid to form a solution, and pact played by everyday and cassociate the vater cycle and associate materials. (Y3 - Forces and magnets)will dissolve in liquid to form a solution, and pact played by evaporation and the water cycle and gases to decide how mixtures might be separated, including through filtering, associate metals with being good conductors. (Y4 - Electricity)will dissolve in liquid to form a solution, and describe how to recover a substance from a substance from a the water cycle and gases to decide how mixtures might be separated, ordiurors. (Y4 - Electricity)will dissolve in liquid to form a solution, and describe how to recover a substance from a sieving and substance from a sieving and substance from a substance from a severyday substance from a substance f | | | | | | | | | |
| everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. | | | | | | | | | |
| materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and stretching. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Compare and stretching. -Compare and they are -Compare and the vater cycle solution. -Compare and the vater cycle -Compare and solution. -Compare and the vater cycle -Compare and the vater cycle -Compare and -Compare and the vater cycle -Compare and the vater cycle -Compare and the vater cycle -Compare and -Compare | | | | 5 5 | | | | | |
| -Compare and group together a variety of everyday materials on the basis of their simple physical properties. | | | | | | | | | |
| group together a variety of everyday materials on the basis of their simple physical properties. | | | | | | | | | |
| variety of everyday materials on the basis of their simple physical properties. | | | | | 5 | | | describe how to | |
| everyday materials on the basis of their simple physical properties. | | | | | stretching. | | | | |
| materials on the basis of their simple physical properties. | | | | 5 5 | | • | | | |
| hasis of their simple physical properties. | | | | | | | | | |
| simple physical properties. | | | | | | | | | |
| properties. properties. magnetic materials. (Y3 - Forces and magnets) temperature. -Recognise some conductors and including through filtering, associate metals vith being good conductors. (Y4 - Electricity) based on evaporating. -Give reasons, based on evidence from | | | | | | | 5 | | |
| materials. (Y3 - Forces and magnets) -Recognise some common including through filtering, sieving and evaporating. -Give reasons, based on evidence from materials. (Y3 - Forces and insulators, and associate metals vith being good evaporating. -Give reasons, based on evidence from | | | | | | | | | |
| Forces and magnets) common be separated, including through filtering, associate metals vith being good evaporating. - Give reasons, based on evidence from | | | | properties. | | | | | |
| magnets) conductors and including insulators, and including through filtering, sieving and evaporating. - Give reasons, - Electricity) based on evidence from | | | | | | | -Recognise some | | |
| insulators, and associate metals with being good conductors. (Y4 - Electricity) based on evidence from | | | | | | | | | |
| associate metals with being good conductors. (Y4 - Electricity) based on evidence from | | | | | | magnets) | | 5 | |
| with being good evaporating. conductors. (Y4 - Electricity) based on evidence from | | | | | | | | | |
| conductors. (Y4 - Give reasons, - Electricity) based on evidence from | | | | | | | | | |
| - Electricity) based on evidence from | | | | | | | | | |
| evidence from | | | | | | | • | | |
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| | | | | | | fair tests, for the particular uses of everyday materials, including metals, wood and plastic. -Demonstrate that dissolving, mixing and changes of state are reversible changes. -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | |
| Rocks | -Use all their senses in hands- on exploration of natural materials. (Nursery – Living | -Explore the natural world around them. (Reception – Living things | -Distinguish between an object and the material from which it is | -Identify and compare the suitability of a variety of everyday | -Compare and group together different kinds of rocks on the basis of their | | -Recognise that living things have changed over time and that fossils |



Light



| different properties. (Nursery - Living things and their habitats)(Reception - Living things- and their habitats)materials, plastic, glass, metal, water, and note, (Y1 - Everyday materials)forméd when things that have thaiges that have wurded are trapped. within rock. -Recognise that soils are made form orcks and organic matter.garticular uses. (V2 - Uses of wurded) within rock. -Recognise that soils are made organic matter.garticular uses. things that have things that have wurded are trapped. within rock. -Recognise that soils are made organic matter.garticular uses. that and the are trapped. within rock. -Recognise that soils are made organic matter.garticular uses. that and the are trapped. within rock. -Recognise that soils are made organic matter.form orde are trapped. within rock. -Recognise that organic matter.form orde are trapped. within rock. -Recognise thatform orde are trapped. within rock. -Recognise that are are are are are are are are are are | | | | | | | |
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| Explore of collections of properties of a variety of everyday materials. (Nurser) - Living things and their habitats) -Describe what they see, hear and feed whils of different properties. (Nurser) - Living things and their habitats) -Describe what they see, hear and feed whils of including word, plastic, glass, brick, more avariety of everyday materials. (Nurser) - Living things and their habitats) -Describe what they see, hear and their habitats) -Describe what they see, hear and their habitats) -Describe what they are trapped with they see, hear and their habitats) -Describe the simple terms habitats) -Describe they see of a variety of everyday materials. -Describe the simple terms habitats. -Describe they see of a variety of everyday materials. -Describe the simple terms habitats. -Descr | | | | - | | | • |
| collections of materials with similar and/or different properties. (Narsen - Living things and their habitats) they see, hear and feel whilk similar and/or different properties. (Narsen - Living things and their habitats) thabitats) - Identify and name a variety of everyday materials, including word, habitats) - Describe the simple physical properties of a variety of everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Compare and group together a variety of everyday materials. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Compare and group together a variety of everyday materials. - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) - Describe the basis of their simple physical properties. (Y1 - Everyday materials) | | | | | | | |
| materials with similar and/or different properties (Nursey - Living things and their habitats)and feel whilst of everyday materials, plastic, glass, and total, (Y1 - Everyday materials)cock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)simple terms how fossils are formed when things that have lived are trapped within rock. - Recognise thatsimple terms how fossils are formed when things that have lived are trapped within rock. - Recognise thatsimple terms how fossils are form rocks are things that have lived are trapped within rock. - Recognise that organic matter.simple terms how fossils are form rocks and organic matter.simple terms fossils are form rocks and organic matter.simple terms fossils are form roc | | | | | | | |
| similar and/or different properties. (Nursery – Living things and their habitats) - Describe what - Explore how Describe what - identify, name, | | | -Identify and | | | | |
| different properties. (Nursery - Living things and their habitats) (Reception - Living things and their habitats) materials, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) particular uses. (Y2 - Uses of everyday materials) formed when things that have lived are trapped within rock. softs -Recognise that softs are made from rocks and organic matter. inheritance) - Berphore how -Describe what -Describe the simple physical properties. (Y1 - Everyday materials) softs are made from rocks and organic matter. -Recognise that -Recognise that | | and feel whilst | name a variety | rock, paper and | | | |
| (Nursery - Living things and their habitats) Living things and their habitats) including word, plastic, glass, materials) (Y2 - Uses of everyday materials) things that have lived are trapped. "Within rock." Evelution and inheritance) - Bescribe the simple physical properties of a variety of everyday materials. - Describe the simple physical properties of a variety of everyday materials. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made - Recognise that 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 habitats) and their habitats) and their habitats) plastic, glass, metal, water, and rock. (Y1 - Everyday materials) everyday materials) lived are trapped within rock. -Recognise that soils are made from rocks and organic matter. inheritance) - Describe the simple physical properties of a variety of everyday materials) - Describe the simple physical properties of a variety of everyday materials) - Compare and properties. (Y1 - Everyday materials) - Recognise that - Compare and - Recognise that | different properties. | (Reception – | materials, | particular uses. | formed when | | |
| habitats) metal, water, and rock. (Y1 - Everyday materials) materials) within rock. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Describe the simple physical properties of a variety of everyday materials) - Oescribe the simple physical group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) - Recognise that - Compare and - Recognise that | (Nursery – Living | Living things | including wood, | (Y2 - Uses of | things that have | | Evolution and |
| - Explore how - Describe what - Identify, name, - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. - Recognise that soils are made from rocks and organic matter. | 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. | | |
| -Explore how -Describe what | | | and rock. (Y1 - | | -Recognise that | | |
| -Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) -Compare and group together a variety of everyday materials.) -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and group together a variety of everyday materials. -Compare and - Recognise that | | | Everyday | | soils are made | | |
| -Explore how -Explore how -Explore how -Describe what -Identify, name, - Compare and - Recognise that | | | materials) | | from rocks and | | |
| -Explore how -Describe what -Identify, name, -Recognise that | | | -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 | | | | |
| -Explore howr -Describe what -Identify, name, -Recognise that | | | variety of | | | | |
| 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 | | | everyday | | | | |
| Image: space of the space of | | | materials. (Y1 - | | | | |
| -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 -Recognise that | | | 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 | | | | |
| everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) -Explore how -Describe what -Identify, name, -Recognise that -Recognise that | | | group together a | | | | |
| everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) -Explore how -Describe what -Identify, name, -Recognise that -Recognise that | | | variety of | | | | |
| basis of their simple physical properties. (Y1 - Everyday materials)basis of their simple physical properties. (Y1 - Everyday 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 materials) Everyday 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 / | | | | J I J | 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 |



*



| 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 a switch opens and closes a circuit and associate this with whether or not a lamp lights 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 associate this with whether or not a lamp lights in a simple | | | | a switch opens | - |
| associate this with whether or not a lamp lights in a simple | | | | and closes a | |
| with whether or not a lamp lights in a simple | | | | circuit and | |
| not a lamp lights 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 associate metals with being good conductors. | | |
|-----------------|---|--|--|---|--|--|
| Earth and space | -Explore the natural world around them. -Describe what they see, hear and feel whilst outside | -Observe changes across the four seasons. (Y1 – Seasonal changes) -Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes) | | | -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. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | |

National Curriculum statements in blue are from other linked topics. *