



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

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	-Use all their senses in hands-	-Draw information from	-Identify and name a variety	-Observe and describe how	-Identify and describe the	-Recognise that living things can	-Describe the life process of	-Describe how living things are
		a simple map.		seeds and bulbs	functions of	be grouped in a	reproduction in	classified into
	on exploration of natural materials.		of common wild				•	•
		(Reception –	and garden	grow into mature	different parts of	variety of ways.	some plants and	broad groups
	-Explore	Living things	plants, including deciduous and	plants.	flowering plants:	(Y4 - Living	animals. (Y5 -	according to
	collections of materials with	and their		-Find out and describe how	roots,	things and their	Living things and their	common observable
		habitats).	evergreen trees.		stem/trunk,	habitats)		
	similar and/or	-Explore the	-Identify and	plants need	leaves and	-Explore and use	habitats)	characteristics
	different properties.	natural world	describe the	water, light and	flowers.	classification		and based on
	-Plant seeds and	around them.	basic structure of	a suitable	-Explore the	keys to help		similarities and
	care for growing	(Reception –	a variety of	temperature to	requirements of	group, identify		differences,
	plants.	Living things	common	grow and stay	plants for life	and name a		including micro-
	-Understand the	and their	flowering plants,	healthy.	and growth (air,	variety of living		organisms,
	key features of the	habitats)	including trees.	-Identify and	light, water,	things in their		plants and
	life cycle of a plant			name a variety	nutrients from	local and wider		animals. (Y6 -
	and an animal.	they see, hear		of plants and	soil, and room to	environment. (Y4		Living things
	-Begin to	and feel whilst		animals in their	grow) and how	- Living things		and their
	understand the	outside.		habitats,	they vary from	and their		habitats)
	need to respect	(Reception –		including	plant to plant.	habitats)		-Give reasons for
	and care for the	Living things		microhabitats.	-Investigate the	-Recognise that		classifying
	natural	and their		(Y2 – Living	way in which	environments		plants and
	environment and	habitats)		things and their	water is	can change and		animals based
	all living things.	-Recognise some		habitats)	transported	that this can		on specific
		environments			within plants.	sometimes pose		characteristics.
		that are different			-Explore the part	dangers to living		(Y6 - Living
		to the one in			that flowers play	things. (Y4 -		things and their
		which they live.			in the life cycle	Living things		habitats)
		(Reception –			of flowering	and their		
		Living things			plants, including	habitats)		
		and their			pollination, seed			
		habitats)						





Bishop Bewick								4 VERITAS
		-Understand the effect of changing seasons on the natural world around them. (Reception – Seasonal changes)			formation and seed dispersal.			
Living things and their habitats	-Use all their senses in handson exploration of natural materialsExplore collections of materials with similar and/or different propertiesBegin to understand the need to respect and care for the natural environment and all living things.	-Draw information from a simple mapExplore the natural world around themDescribe what they see, hear and feel whilst outsideRecognise 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. (Y1 - Animals	-Explore and compare the differences between things that are living, dead, and things that have never been aliveIdentify 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 otherIdentify and name a variety	-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 waysExplore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentRecognise that environments can change and that this can sometimes pose dangers to living thingsConstruct and interpret a variety of food chains, identifying	-Describe the differences in the life cycles of a mammal, an amphibian, an insect and a birdDescribe 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 animalsGive reasons for classifying plants and animals based on specific characteristicsRecognise that living things produce offspring of the same kind,





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	including humans) - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans) - Observe changes across the four seasons. (Y1 - Seasonal change)	of plants and animals in their habitats, including microhabitats.  -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of foodNotice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)	producers, predators and prey. (Y4 - Animals, including humans)	but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance) - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)





Animals includin	g
humans	_

-Use all their senses in handson 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 all living things.

-Talk about
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 which they live.

-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores. herbivores and omnivores. -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

body is

which part of the

associated with each sense.

-Notice that animals, including humans, have offspring which grow into adults. -Find out about and describe the basic needs of animals, including humans, for survival (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 name different sources of food.

(Y2 - Living

-Identify that animals. including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

-Describe the simple functions of the basic parts of the digestive system in humans. -Identify the different types of teeth in humans and their simple functions. -Construct and interpret a variety of food chains, identifying producers, predators and prey.

-Describe the 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 and their habitats)

-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 observable characteristics

and based on

similarities and





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				things and their habitats)				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)	NA	-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 - Living things	-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 seed dispersal. (Y3 - Plants)	-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 agoRecognise that living things produce offspring of the same kind, but





Bishop Bewick								4 VERITAS
				and their habitats) -Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)				normally offspring vary and are not identical to their parentsIdentify 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 themDescribe what they see, hear and feel whilst outsideUnderstand the effect of changing seasons on the natural world around them.	-Observe changes across the four seasonsObserve and describe weather associated with the seasons and how day length varies.	NA	-Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)	NA	-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)	NA
Materials	-Use all their senses in hands-on exploration of natural materialsExplore collections of materials with	-Explore the natural world around themDescribe what they see, hear and feel whilst outside.	-Distinguish between an object and the material from which it is made.	-Identify and compare the suitability of a variety of everyday materials, including wood,	-Compare and group together different kinds of rocks on the basis of their appearance and simple physical	-Compare and group materials together, according to whether they are solids, liquids or gases.	<ul> <li>Compare and group together everyday materials on the basis of their properties, including their</li> </ul>	NA





SHAMP HANK							VERITAS
similar and/or		-Identify and	metal, plastic,	properties. (Y3 -	-Observe that	hardness,	
different prope	rties.	name a variety	glass, brick,	Rocks)	some materials	solubility,	
-Talk about th	e	of everyday	rock, paper and	-Describe in	change state	transparency,	
differences		materials,	cardboard for	simple terms	when they are	conductivity	
between mate	ials	including wood,	particular uses.	how fossils are	heated or cooled,	(electrical and	
and changes t	rey	plastic, glass,	-Find out how	formed when	and measure or	thermal), and	
notice.		metal, water,	the shapes of	things that have	research the	response to	
		and rock.	solid objects	lived are trapped	temperature at	magnets.	
		-Describe the	made from some	within rock. (Y3	which this	-Know that	
		simple physical	materials can be	- Rocks)	happens in	some materials	
		properties of a	changed by	-Compare and	degrees Celsius	will dissolve in	
		variety of	squashing,	group together a	(°C).	liquid to form a	
		everyday	bending,	variety of	-Identify the	solution, and	
		materials.	twisting and	everyday	part played by	describe how to	
		-Compare and	stretching.	materials on the	evaporation and	recover a	
		group together a		basis of whether	condensation in	substance from a	
		variety of		they are	the water cycle	solution.	
		everyday		attracted to a	and associate	-Use knowledge	
		materials on the		magnet and	the rate of	of solids, liquids	
		basis of their		identify some	evaporation with	and gases to	
		simple physical		magnetic	temperature.	decide how	
		properties.		materials. (Y3 -	-Recognise some	mixtures might	
				Forces and	common	be separated,	
				magnets)	conductors and	including	
					insulators, and	through filtering,	
					associate metals	sieving and	
					with being good	evaporating.	
					conductors. (Y4	-Give reasons,	
					- Electricity)	based on	
						evidence from	
						comparative and	
						fair tests, for the	
						particular uses of	
						everyday	
						materials,	
						including metals,	





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							wood and plasticDemonstrate that dissolving, mixing and changes of state are reversible changesExplain 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 handson exploration of natural materials. (Nursery – Living things and their habitats) -Explore collections of materials with similar and/or different properties.	-Explore the natural world around them. (Reception – Living things and their habitats) -Describe what they see, hear and feel whilst outside. (Reception –	-Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) -Identify and name a variety of everyday materials,	-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	-Compare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesDescribe in simple terms how fossils are formed when	NA	NA	-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 -





Compare and their habitats   Compare and their habitats   Compare and their simple physical properties. (Y1 - Everyday materials)   Compare and everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)   Compare and their simple physical properties. (Y1 - Everyday materials)   Compare and everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials on the differences in materials and changes they notice.   Compare and their simple physical properties. (Y1 - Everyday materials on the differences in materials on the body is associated with each sense. (Y1 - Everyday notice.   Compare and their to see things and that dassence of light.   Compare and their they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and that light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things and that dassence of light.   Compare and they need light in order to see things a	Bishop Bewick								VERITAS
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and rock. (Y1 - Everyday materials) -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. (Y1 - Everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) - Light		things and their	and their	plastic, glass,	everyday	lived are trapped			inheritance)
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things work.  Talk about the differences in materials and changes they notice.  The properties, notice.  They see, hear and feel whilst of the basic parts of the human body and say which part of the body is associated with each sense. (Y1 -	Light	-Explore how	-Describe what	-Identify, name,	NA	-Recognise that	NA	-Compare and	-Recognise that
-Talk about the differences in materials and changes they notice.  -Talk about the differences in materials and changes they notice.  -Talk about the differences in materials and body and say which part of the body is associated with each sense. (Y1 -			they see, hear					•	
differences in materials and body and say which part of the body is associated with each sense. (Y1 -									
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notice.  body is associated with each sense. (Y1 - surfaces.  -Notice that light is reflected from surfaces.  -Notice that light is reflected from surfaces.  solubility, objects are seen		changes they		which part of the		absence of light.		properties,	that light travels
associated with each sense. (Y1 - is reflected from surfaces. is reflected from surfaces. is reflected from solubility, objects are seen						-Notice that light		including their	in straight lines
each sense. (Y1 - surfaces. solubility, objects are seen									
				each sense. (Y1 -				solubility,	
						-Recognise that		transparency,	because they
including light from the conductivity give out or reflect				including					
humans) sun can be (electrical and									,





							4 VERITAS
		-Describe the simple physical properties of a variety of everyday materials. (Y1 -		dangerous and that there are ways to protect their eyes. -Recognise that shadows are		thermal), and response to magnets. (Y5 - Properties and changes of materials)	light into the eyeExplain that we see things because light travels from light sources to our
		·		light from a light source is blocked by an opaque objectFind patterns in the way that the size of shadows change.			eyes or from light sources to objects and then to our eyes.  -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
things workExplore and talk about different forces they can feelTalk about the	-Explore the natural world around themDescribe what they see, hear and feel whilst outside	NA	-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)	-Compare how things move on different surfacesNotice that some forces need contact between two objects, but magnetic forces can act at a distanceObserve how magnets attract or repel each other and attract some materials	NA	-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectIdentify the effects of air resistance, water resistance and friction, that act between moving	NA
	-Explore and talk about different forces they can feelTalk about the differences between materials and changes they	things workExplore and talk about different forces they can feelTalk about the differences between materials and changes they  natural world around themDescribe what they see, hear and feel whilst outside	-Explore how things workExplore and talk about different forces they can feelTalk about the differences between materials and changes they	-Explore how things workExplore and talk about different forces they can feelTalk about the differences between materials and changes they notice.  -Explore the variety of everyday materials. (Y1 - Materials.)  NA -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday	simple physical properties of a variety of everyday materials. (Y1 - Materials)  -Explore how things workExplore and talk about different forces they can feelTalk about the differences between materials and changes they notice.  -Explore materials and changes they notice.  Simple physical properties of a variety of everyday materials. (Y1 - Materials)  NA  -Find out how the size of shadows change.  -Compare how things work the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)  -Notice that some forces need contact between two objects, but magnetic forces can act at a distanceObserve how their eyesRecognise that shadows are formed when the light from a light source is blocked by an opaque objectFind out how the size of shadows change.  -Compare how things move on different some forces need contact between two objects, but magnetic forces can act at a distanceObserve how magnets attract or repel each other and attract	simple physical properties of a variety of everyday materials. (Y1 - Materials)  -Explore how things work - Explore and talk about different forces they can feel. — Talk about the differences between materials and changes they notice.  -Explore the natural world around them. and feel whilst outside  -Explore the natural world around them. and feel whilst outside  -Explore how things work - Explore the natural world around them. about different forces they can feel. — Talk about the differences between materials and changes they notice.  -Explore the natural world around them. and feel whilst outside  -Explore how the light from a light source is blocked by an opaque object. — Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)  -Explore how things work - Explore the natural world around them. Size of shadows change.  -Compare how things move on different some forces. NAT of the tween two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each of their and attract	simple physical properties of a variety of everyday materials. (Y1 - Materials)  -Explore how things workExplore and talle about different forces they can feelTalk about the differences between materials and changes they notice.  -Explore how things work Explore the natural world around themDescribe what they see, hear and feel whilst ontice.  -Explore how things work Explore the natural world around themDescribe what they see, hear and feel whilst ontice.  -Explore how things work Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, (Y2 - Uses of everyday materials)  -Explore how the shapes of solid objects fall towards the unsupported objects fall towards the tray see, hear and feel whilst outside  -Explore how the shapes of shadows change.  -Explore the natural world around them Compare how things move on different surfaces.  -Describe what they see, hear and feel whilst outside  -Talk about the differences between materials and changes they notice.  -Tolk about the differences between the force of compare how things move on different surfaces.  -Notice that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an apaque object.  -Find out how the shadows change.  -Compare how the size of shadows change.  NA -Explain that unsupported objects fall towards the unsupported objects fall towards the carth because of the force of command them. Surfaces.  -Notice that unsupported objects fall towards the Earth because of the force of command them. Surfaces.  -Notice that there are ways to protect their eyes.  -Compare how things move on different objects fall towards the unsupported objects fall towards the state of the force of command them. Surfaces.  -Notice that the described has a shadows are formed when the surfaces.  -Notice that unsupported objects fall towards the state objects fall towards the command them. Surfaces.  -Notice that the desc





Bishop Bewick								VERITAS
					-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materialsDescribe magnets as having two polesPredict whether two magnets will attract or repel each other, depending on which poles are facing.		-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Sound	-Explore how things work.	-Describe what they see, hear and feel whilst outside.	-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)	NA	NA	-Identify how sounds are made, associating some of them with something vibratingRecognise that vibrations from sounds travel through a medium to the ear.	NA	NA





Bishop Bewick								VERITAS
Ballon Breat						-Find patterns between the pitch of a sound and features of the object that produced itFind patterns between the volume of a sound and the strength of the vibrations that produced itRecognise that sounds get fainter as the distance from		Z VERITAS J.
						the sound source		
						increases.		
Electricity	-Explore how things work.	NA	NA	NA	NA	-Identify common appliances that run on electricityConstruct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzersIdentify whether or not a lamp will light	NA	-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuitCompare and give reasons for variations in how components function, including the brightness of bulbs, the





Bishop Rewick								VERITAS
						in a simple		loudness of
						series circuit,		buzzers and the
						based on		on/off position
						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
						-Recognise that		a diagram
						a switch opens		
						and closes a		
						circuit and		
						associate this		
						with whether or		
						not a lamp lights		
						in a simple		
						series circuit.		
						-Recognise some		
						common		
						conductors and		
						insulators, and		
						associate metals		
						with being good		
						conductors.		
Earth and space	NA	-Explore the	-Observe	NA	NA	NA	-Describe the	NA
		natural world	changes across				movement of the	
		around them.	the four seasons.				Earth, and other	
		-Describe what	(Y1 – Seasonal				planets, relative	
		they see, hear	changes)				to the Sun in the	
		and feel whilst	-Observe and				solar system.	
		outside	describe weather				-Describe the	
			associated with				movement of the	
			the seasons and				Moon relative to	
			how day length				the Earth.	
			varies. (Y1 –				-Describe the	
							Sun, Earth and	





		_	
Seasonal	1	Moon as	
changes)		approximately	
		spherical bodies.	
	-	Use the idea of	
	t	the Earth's	
	1	otation to	
		explain day and	
		right and the	
		apparent	
		novement of the	
		sun across the	
		sky.	