Year 1

Year 2

EYFS

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National	Children at the expected	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
Curriculum	level of development will: -	asking simple	asking simple	asking relevant	asking relevant	planning different	planning different
Carricalani	icver of development will	questions and	questions and	questions and using	questions and using	types of scientific	types of scientific
Pupils should be	- Fundamenths matural	•				• •	
·	Explore the natural	recognising that they	recognising that they	different types of	different types of	enquiries to answer	enquiries to answer
taught:	world around them,	can be answered in	can be answered in	scientific enquiries to	scientific enquiries to	questions, including	questions, including
	making observations	different ways	different ways	answer them	answer them	recognising and	recognising and
	and drawing pictures	 observing closely, 	 observing closely, 	 setting up simple 	 setting up simple 	controlling variables	controlling variables
	of animals and plants.	using simple	using simple	practical enquiries,	practical enquiries,	where necessary	where necessary
	Know some	equipment	equipment	comparative and fair	comparative and fair	 taking measurements, 	 taking measurements,
	similarities and	 performing simple 	 performing simple 	tests	tests	using a range of	using a range of
	differences between	tests	tests	 making systematic and 	 making systematic and 	scientific equipment,	scientific equipment,
	the natural world	 identifying and 	identifying and	careful observations	careful observations	with increasing	with increasing
	around them and	classifying	classifying	and, where	and, where	accuracy and	accuracy and precision,
	contrasting	using their	using their	appropriate, taking	appropriate, taking	precision, taking	taking repeat readings
	environments,	observations and ideas	observations and ideas	accurate	accurate	repeat readings when	when appropriate
	drawing on their			measurements using	measurements using	appropriate	recording data and
	experiences and what	to suggest answers to	to suggest answers to				results of increasing
	has been read in class.	questions	questions	standard units, using a	standard units, using a		
		 gathering and 	gathering and	range of equipment,	range of equipment,	results of increasing	complexity using
	Understand some	recording data to help	recording data to help	including	including	complexity using	scientific diagrams and
	important processes	in answering	in answering	thermometers and	thermometers and	scientific diagrams and	labels, classification
	and changes in the	questions.	questions.	data loggers	data loggers	labels, classification	keys, tables, scatter
	natural world around	<u>Plants</u>	Living Things and their	 gathering, recording, 	 gathering, recording, 	keys, tables, scatter	graphs, bar and line
	them, including the	 identify and name a 	<u>Habitats</u>	classifying and	classifying and	graphs, bar and line	graphs
	seasons and changing	variety of common	 explore and compare 	presenting data in a	presenting data in a	graphs	 using test results to
	states of matter.	wild and garden	the differences	variety of ways to help	variety of ways to help	 using test results to 	make predictions to
	Participate in small	plants, including	between things that	in answering questions	in answering questions	make predictions to	set up further
	group, class and one-	deciduous and	are living, dead, and	 recording findings 	 recording findings 	set up further	comparative and fair
	to-one discussions,	evergreen trees	things that have never	using simple scientific	using simple scientific	comparative and fair	tests
	offering their own	identify and describe	been alive	language, drawings,	language, drawings,	tests	 reporting and
	ideas, using recently	the basic structure of a	identify that most	labelled diagrams,	labelled diagrams,	 reporting and 	presenting findings
	introduced	variety of common	living things live in	keys, bar charts, and	keys, bar charts, and	presenting findings	from enquiries,
	vocabulary.	flowering plants,	habitats to which they	tables	tables	from enquiries,	including conclusions,
	Make comments	including trees.	are suited and	 reporting on findings 	reporting on findings	including conclusions,	causal relationships
	about what they have		describe how different	from enquiries,	from enquiries,	causal relationships	and explanations of
	heard and ask	Animals including Humans		including oral and	including oral and	and explanations of	and degree of trust in
	questions to clarify	identify and name a	habitats provide for	_	_	and degree of trust in	results, in oral and
		variety of common	the basic needs of	written explanations,	written explanations,	results, in oral and	· · · · · · · · · · · · · · · · · · ·
	their understanding	animals including fish,	different kinds of	displays or	displays or	,	written forms such as
		amphibians, reptiles,	animals and plants,	presentations of	presentations of	written forms such as	displays and other
		birds and mammals	and how they depend	results and	results and conclusions	displays and other	presentations
		 identify and name a 	on each other	conclusions	 using results to draw 	presentations	 identifying scientific
		variety of common	 identify and name a 	 using results to draw 	simple conclusions,	 identifying scientific 	evidence that has been
		animals that are	variety of plants and	simple conclusions,	make predictions for	evidence that has	used to support or
		carnivores, herbivores	animals in their	make predictions for	new values, suggest	been used to support	refute ideas or
		and omnivores	habitats, including	new values, suggest	improvements and	or refute ideas or	arguments.
		 describe and compare 	microhabitats	improvements and	raise further questions	arguments.	Living Things and their
		the structure of a	describe how animals	raise further questions	 identifying differences, 	Living Things and their	<u>Habitats</u>
		variety of common	obtain their food from	 identifying differences, 	similarities or changes	<u>Habitats</u>	describe how living
		animals (fish,	plants and other	similarities or changes	related to simple	describe the	things are classified
		amphibians, reptiles,	animals, using the idea	related to simple	scientific ideas and	differences in the life	into broad groups
		birds and mammals,	of a simple food chain,	scientific ideas and	processes	cycles of a mammal,	according to common
		•	and identify and name	processes	using straightforward	an amphibian, an	observable
		including pets)		•	scientific evidence to	insect and a bird	characteristics and
		identify, name, draw	different sources of	using straightforward scientific avidence to		describe the life	based on similarities
		and label the basic	food.	scientific evidence to	answer questions or to		and differences,
		parts of the human			support their findings.	process of	and differences,

Year 3

Year 4

Year 5

Year 6

body and say which part of the body is associated with each senses

Everyday Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- 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.

Seasonal Changes

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

<u>Plants</u>

- 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.

Animals including Humans

- 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.

Uses 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
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

answer questions or to support their findings.

Plants

- 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.

Animals including Humans

- 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.

Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things

<u>Living Things and their</u> <u>Habitats</u>

- 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.

Animals including Humans

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

States of Matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

reproduction in some plants and animals.

Animals Including Humans

 describe the changes as humans develop to old age.

<u>Properties and change of</u> <u>Materials</u>

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and 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

- including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Animals Including Humans

- 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.

Evolution and Inheritance

- 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 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.

<u>Light</u>

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects

that have lived are	Sound	of acid on bicarbonate	are seen because they
trapped within rock	identify how sounds	of soda.	give out or reflect light
recognise that soils are	are made, associating	Earth and Space	into the eye
made from rocks and	some of them with	describe the	explain that we see
organic matter	something vibrating	movement of the	things because light
Light	recognise that	Earth, and other	travels from light
• recognise that they	vibrations from sounds	planets, relative to the	sources to our eyes or
need light in order to	travel through a	Sun in the solar system	from light sources to
see things and that	medium to the ear	describe the	objects and then to our
dark is the absence of	find patterns between	movement of the	eyes
light	the pitch of a sound	Moon relative to the	use the idea that light
notice that light is	and features of the	Earth	travels in straight lines
reflected from	object that produced it	describe the Sun,	to explain why
surfaces	find patterns between	Earth and Moon as	shadows have the
recognise that light	the volume of a sound	approximately	same shape as the
from the sun can be	and the strength of the	spherical bodies	objects that cast them.
dangerous and that	vibrations that	use the idea of the	Electricity
there are ways to	produced it	Earth's rotation to	associate the
protect their eyes		explain day and night	brightness of a lamp or
· · · · · · · · · · · · · · · · · · ·	recognise that sounds recognise that sounds	and the apparent	the volume of a buzzer
recognise that shadows are formed	get fainter as the distance from the	movement of the sun	with the number and
when the light from a	sound source	across the sky.	voltage of cells used in
light source is blocked	increases.	Forces	the circuit
-	Electricity	explain that	compare and give
by an opaque object find patterns in the	• identify common	unsupported objects	reasons for variations
ina patterns in the	•	fall towards the Earth	in how components
way that the size of shadows change.	appliances that run on	because of the force of	function, including the
Forces and Magnets	electricity	gravity acting between	brightness of bulbs,
	 construct a simple series electrical circuit, 	the Earth and the	the loudness of
compare now annes	· ·	falling object	buzzers and the on/off
move on different surfaces	identifying and naming its basic parts,	identify the effects of	position of switches
• notice that some	including cells, wires,	air resistance, water	use recognised
forces need contact	bulbs, switches and	resistance and friction,	symbols when
between two objects,	buzzers	that act between	representing a simple
but magnetic forces	identify whether or	moving surfaces	circuit in a diagram.
can act at a distance	not a lamp will light in	recognise that some	on oure in a diagrami
observe how magnets	a simple series circuit,	mechanisms, including	
attract or repel each	based on whether or	levers, pulleys and	
other and attract	not the lamp is part of	gears, allow a smaller	
some materials and	a complete loop with a	force to have a greater	
not others	battery	effect.	
compare and group	recognise that a switch	eeeu	
together a variety of	opens and closes a		
everyday materials on	circuit and associate		
the basis of whether	this with whether or		
they are attracted to a	not a lamp lights in a		
magnet, and identify	simple series circuit		
some magnetic	recognise some		
materials	common conductors		
describe magnets as	and insulators, and		
having two poles	associate metals with		
predict whether two	being good		
magnets will attract or	conductors.		
repel each other,			
repereden other,	l		

				depending on which					
				poles are facing					
			By the end of the ye	ear, children should be able to					
Plants									
Working	Reception:	Explore the outdoor area of	Investigate how plants	Plant seedlings to					
Scientifically	Explore the natural world around them	school and observe plants that are growing.	disperse their seeds and why.	investigate what plants need to grow strong and					
	around them	that are growing.	willy.	healthy.					
	Explore the natural world	Plant seeds in a jar or bag.	Explore plants that spread	ricultity.					
	around them, making	Predict what will happen	their seeds by utilising the	December 2000 the of the					
	observations and drawing	and start to watch them	wind.	Record the growth of the seedlings. Make detailed,					
	picture of animals and plant	grow.		labelled drawings of what					
	s (ELG)		Make a seed helicopter and	has happened.					
		Look at flowers outside in	a dandelion seed.						
		the playground, make a large model in the	Investigate different ways	Use data loggers to record					
		classroom.	that plants can disperse	temperature and light over					
		ciassi com:	their seeds, including seed	a 24-hour period					
			designed to stick on animals	·					
			and humans.	Draw graphs, make					
				drawings and write reports					
			Plant beans in bags of water	to explain findings from					
			to investigate what they	investigations.					
			need to grow into healthy plants. Predict what will						
			happen to the bean left	Make close observations of					
			growing in a cupboard.	different flowers with					
			Record the growth of cress	magnifiers.					
			seeds and predict how long						
			it will take for them to be	Discover what happens to					
			long enough to eat.	flowers after pollination					
				Ask questions and make					
				Ask questions and make observational drawings and					
				notes to explore different					
				fruits.					
				Make a paper seed and					
				investigate wind dispersal					
				by testing different versions to find the best flier.					
Skills	Reception:	Identify the different parts	Observe and describe the	Identify and describe the					
	Describe what they see,	of a wild flowering plant.	growth of seeds and bulbs.	different functions of a					
	hear and feel whilst outside.	Describe what are traces of	Final and and describe of the	flowering plant.					
	Explore the natural world	Describe what each part of a wild flowering plant does.	Find out and describe what plants need to grow and	Explore what plants need					
	around them, making	with nowering plant does.	stay healthy.	for life and growth.					
	observations and drawing	Identify a variety of							
	picture of animals and plant	common wild and garden	Explain the difference	Investigate how water is					
	s (ELG).	plants.	between seeds and bulbs.	transported within plants.					
	Participate in small group		Identify and explain the	Explore what each part of					
	Participate in small group, class and one-to-one		different parts of a plant.	the flower plays in the life					
	discussions, offering their			cycle of a flowering plant.					

	own ideas, using recently introduced vocabulary. (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG)		Describe the life cycle of a plant.	Explore what pollination and fertilisation is. Explore the different methods of seed dispersal.			
Knowledge	Reception: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)	Know what plants need to grow. Know the different parts of a wild flowering plant. Name a variety of common wild and garden plants. Understand the difference between trees and flowering plants. Understand the difference between deciduous and evergreen trees.	Understand that seeds and bulbs grow into mature plants. Know what plants need to grow and stay healthy. Know the difference between seeds and bulbs. Know the different parts of a plant. Know the life cycle of a plant. Know what kind of liquid a plant needs to survive and stay healthy.	Know the different functions of a flowering plant. Know what plants need for lie and growth. Know how water is transported within plants. Know what each part of the flower plats in the life cycle of a flowering plant. Know what pollination and fertilisation is. Understand how insects and other creatures are important in the pollination of flowers. Know the different methods of seed dispersal.			
Vocabulary	vegetables fruit growth rhubarb size roots petals stem soil water sunlight	deciduous evergreen germination living, Produce reproduce seedling trunk wild sort features	coniferous reproduction survival Warmth	anchor carbon dioxide dispersal fertiliser life-processes oval oxygen pollen pollination seed formation transportation			
Working Scientifically	Reception: Explore the natural world around them, making observation and drawing pictures of animals and plants (ELG)	Observe changes to the body over time by comparing baby photos with current ones. Collect data about head size, hand and foot size, hair and eye colour. Look for	Using magnifying glasses, closely observe feathers and eggs and draw what is seen. Gather information about visitors who are pregnant or have very young children by careful questioning.	Tabulate, draw graphs and analyse data from a survey of people's diet and use it to answer questions. Make predictions, gather data, discuss, display and interpret findings about	Use everyday objects to demonstrate the human digestive system. Use physical activity to demonstrate an understanding of the	Use annotated diagrams to present the key stages of foetal development. Research and create an infographic on baby growth.	Create a painting/drawing of blood as seen under a powerful microscope and include a detailed description to accompany it. Plot the journey of water and food through the body.

		patterns in the measurements collected. Explore different foods using different senses and classify into groups. Explore how different senses are used in the environment. Gather together safe but stimulating things to engage the different senses. Classify these together into the five sensory groups. Explore animals' behaviours and habitats in the local environment and look for behaviour patterns. Observe minibeast outside in their own habitat. Look at their features and predict what type of place a minibeast would like to live. Create a minisbeast house and record where they go. Plan an investigation to test the absorbency of different types of paper. Predict which paper will be the best at soaking up the accident	Observe and record what happens to the body during exercise.	whether people have stronger muscles because they use them more. Plan and carry out an investigation to answer a health and fitness question.	functions of each part of the digestive system.	Compare 'red books' (make examples) and predict growth patterns. Create a human timeline.	
Skills	Reception: Explore the natural world around them, making observation and drawing pictures of animals and plants (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG)	and then test them to find out. Identify the difference between carnivores and herbivores. Identify a variety of animals that are carnivores, herbivores and omnivores. Explain how animal's teeth link to their diet. Identify, draw and label the basic parts of the human body.	Observe the development of a chicken in an egg. Identify the differences between babies, young children, adults and elderly people. Identify essential provisions that humans need to survive. Investigate what happens to the human body during exercise. Describe what humans can do to stay healthy including	Identify what types and amounts of nutrition animals and humans need. Explain why animals have skeletons. Distinguish between vertebrate and invertebrate. Decide whether an animal is an invertebrate or vertebrate. Identify the common names of the human bones.	Identify different teeth and describe their functions in humans. Explain how different drinks can affect teeth. Explain how toothpaste can help clean decay. Describe the different parts of the digestive system. Describe the functions of different parts of the digestive system.	Explore the key stages of foetal development. Identify the changes that occur during puberty. Explain what happens to the body as it gets old. Identify the key milestones in a human life and how they impact on the body	Identify the main parts of the human circulatory system. Describe the functions of the heart, blood vessels and blood. Describe how nutrients and water are transported in the human body. Explain the difference between cells, tissues and muscles.

			exercise, nutrition and hygiene.		Identify which living things are producers, predators and prey. Construct and interpret different food chains.		
Knowledge	Reception: Explore the natural world around them, making observation and drawing pictures of animals and plants (ELG)	Know the names and features of common animals. Know the difference between carnivores and herbivores. Name a variety of animals that are carnivores, herbivores and omnivores. Know how animal's teeth link to their diet. Name the basic parts of the human body. Say which part of the human body is associated with each sense. Know that there is variation between humans' hair colours. Understand what camouflaged means.	Understand the development of a chicken in an egg. Know the differences between babies, young children, adults and elderly people. Know which essential provisions humans need to survive. Know what happens to the human body during exercise. Understand what makes a healthy, balanced meal using the different food groups.	Know what types and amounts of nutrition animals and humans need. Know what a skeleton is. Know the difference between vertebrate and invertebrate. Know whether an animal is an invertebrate or vertebrate. Know the common names of the human bones. Know the difference between bones and muscles.	Know the names of different teeth and their functions in humans. Know how different drinks can affect teeth. Know how toothpaste can help clean decay. Understand what the digestive system is. Know what a producer, predator and prey is. Know how to use a food chain.	Know the key stages of foetal development. Understand the changes that occur during puberty. Know what happens to the body as it gets old. Know the key milestones in a human life and how they impact on the body.	Name the main parts of the human circulatory system. Know the functions of the heart, blood vessels and blood. Know how nutrients and water are transported in the human body. Know the impact of a healthy lifestyle on the way the body functions. Know the impact of drugs on the human body. Know the difference between cells, tissues and muscles. Know how muscles work.
Vocabulary	body parts hip back leg touch/feel hear see smell sweet sour bland salty savoury	Amphibians carnivores Features herbivore Mammals omnivore reptiles sense webbed feet	conditions desert diet exercise female germs growth habitats healthy life-cycle male medicine Nutrients Nutrition shelter stages unhealthy	Bones carbohydrates Cereals contract dairy endoskeleton exoskeleton fats fibre grains hydrostatic skeleton invertebrates Joints lipids minerals muscles Protection protein relax Skeleton Skull	abdomen appendix bile canine colon Consume Digestive system enamel enzyme gall bladder gastrointestinal tract Gut incisor Jaw large intestine liver metabolism molar Oesophagus orifice pancreas	ageing Counteract degradation, Development Embryo Emotional Foetus Gestation Hormone Life-span Physical Processes Puberty Womb	alcohol Alveoli Artery balanced diet blood vessels blood, vein Capillary Circulatory system Deoxygenated drugs internal organs muscular Oxygenated Pulmonary side-effects skeletal tobacco Valve Villi

	1		Comment			T
			Support	predatory		
			vitamins	premolar		
				rectum		
				saliva		
				salivary glands		
				small intestine		
				Vegan		
				Vegetarian		
		Lining Thi		Vegetarian		
Moulsing	Reception:	Explore outside, and	ngs and their Habitats	Ask relevant avestions	Dissect a flower and explore	Create a classification key
Working		· ·		Ask relevant questions		Create a classification key.
Scientifically	Explore the natural world	through observation, the		about living things and their	the flowering plant	
	around them.	differences between things		habitats and begin to group	reproduction.	Observe, record and classify
		that are living, dead, and		them.		local area living things.
		things that have never been			Grow new plants from a	
		alive.		Observe local habitats and	range of parent plant parts.	Classify unusual creatures
				record living things they see		and plants.
		Find specimens and explain		around them.	Observe and sketch insect	
		how they know they are			and amphibian lifecycles for	
		alive or otherwise.		Make accurate	comparison.	
				observational drawings of		
		Photograph or draw the		an invertebrate found in the	Research and sketch	
		micro-habitats in the school		local environment.	mammalian and bird life	
		grounds.		Make a group large-scale	cycles for comparison.	
				drawing of an insect.		
		Consider and draw				
		conclusions about what lives		Conduct an experiment to		
		in these microhabitats and		investigate how the		
		why.		greenhouse effect works.		
				Use the results to discuss		
		Research which minibeasts		how people are causing		
		the planter habitat would		climate change.		
		benefit from and suggest				
		ideas on how to attract				
		them.				
Skills	Reception:	Describe how a		Identify the seven	Compare the similarities and	Use a branching
	Describe what they see,	microhabitat is suited to a		characteristics of a living	differences between	classification key to identify
	hear and feel whilst outside.	particular minibeast.		thing.	animals' life cycles.	subtle differences between
	near and reer willist outside.	particular minibeast.		timig.	animas me cycles.	certain plants and animals.
	Recognise some	Explain what a minibeast		Organise animals into the	Explain how different	certain plants and ammais.
	environments that are	will need in its microhabitat.		_	animals are suitable for	Design a 'new' creature that
		will fleed iff its filleroffabitat.		major groups.		
	different to the one in	Ideal's content and			their environment and	fits within a specific
	which they live.	Identify, explore and		Use a classification	habitat.	classification.
		compare things that are		key/branching database to	l	
	Participate in small group,	living, dead or never alive.		group, identify and name	Investigate ways that plants	
	class and one-to-one			living things according to	reproduce asexually.	
	discussions, offering their	Identify different sources of		their features.		
	own ideas, using recently	food.			Describe the different parts	
	introduced vocabulary.			Consider how the local	of a dissected, real-life	
	(ELG)	Identify some wildlife in the		environment has changed.	flower including the key	
		local area.			sexual structures.	
	Make comments about			Consider natural and man-		
	what they have heard and			made changes to the	Explain how plants disperse	
	ask questions to clarify their			environment and how living	seeds.	
					secus.	
	understanding (ELG)			things have adapted to		
				these changes.		

			Investigate how the greenhouse effect works.		
			0 - 2		
Knowledge	Reception: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG)	Name some different minibeasts Know how a microhabitat is suited to a particular minibeast and what it needs to include. Understand how a microhabitat provides for the basic needs of different insects. Know things which are living, dead or never alive. Know what a habitat is and how it is suited for different animals and plants. Understand what a food chain is. Know how wildlife in the local area are part of the food chain.	Understand that living things can be grouped in a variety of ways. Know the seven characteristics of a living thing. Know how scientists use similarities and differences as a basis for organising animals. Understand what climate change is. Know natural and manmade changes to the environment and how living things have adapted to these changes. Know how the local environment has changed.	Know the similarities and differences between animals' life cycles. Know how different animals are suitable for their environment and habitat. Know how plants reproduce asexually. Name the different parts of a dissected, real-life flower including the key sexual structures. Know how plants disperse seeds.	Know about the seven levels of the Linnaeus' system. Understand what microorganisms are and why they are important. Know how to use a branching classification key to identify subtle differences between certain plants and animals.
Vocabulary	culture environment reptile life cycle chrysalis	Antarctic artic characteristics coastal consumer energy food sources Invertebrate minibeasts (names of minibeast e.g., milliped, spider) polar predator prey producer sensing urban Vertebrates	adaptation annelids antennae arachnids backbone climate change Deforestation Environment excretion global warming greenhouse gases human impact nature reserves respiration segments sensitivity species thorax urbanisation, warm and cold blooded	Anther arthropods Asexual Carpel conception, Egg Fertilisation Filament Fledglings Gametes Germinate gestation period juvenile Male Metamorphosis Nectary Nymph Ovary Ovules Pistil Pollinator Pregnancy Propagation Sepal	algae Bacteria Hierarchies Kingdoms life domains Linnaean Microorganisms Mould organisms Phylum Populations taxonomy Yeast

			I		Carriel	1
					Sexual	
					Stamen	
					Stigma	
					Style	
			Eve	ryday materials		
Working	Reception:	Test a selection of materials	Investigate which papers			
Scientifically	Explore the natural world	using a pipette to simulate	are the most absorbent.			
	around them, making	raindrops and consider why				
	observation and drawing	some materials let water	Devise an investigation to			
	pictures.	through and others do not.	test a variety of materials			
	·		for their absorbent			
		Look at a selection of	property.			
		materials and consider				
		which one is best for fixing a	Explore different fabrics and			
		torn umbrella. Explain your	investigate how waterproof			
		selection and predict the	they are using a dropper of			
		outcome.	water.			
		outcome.	water.			
			Explore the textures and			
			properties of different			
			materials by printing with a			
			selection of items.			
			selection of items.			
			Explore the waterproof			
			properties of wax by			
			creating a wax resist			
			picture.			
			picture.			
			Investigate which ball is the			
			bounciest, plot the results			
			on a chart.			
			on a chart.			
			Devise an investigation to			
			test the elasticity of a fabric			
			and record the results.			
			and record the results.			
			Examine a selection of			
			different materials and			
			explore their rigidity by			
			devising an investigation to			
			test them.			
			test tilelli.			
			Test the papers using			
			weights to find the			
			strongest one and record			
			the results.			
			the results.			
			Build a paper bridge strong			
			enough to hold a toy car.			
Skills	Reception:	Recognise the properties of	Identify materials that are			
JAIIIS	Participate in small group,	different materials.	absorbent.			
	class and one-to-one	different materials.	absorbent.			
	discussions, offering their		Identify materials that are			
	own ideas, using recently		waterproof.			
	Own lucas, using recently		waterproof.			

	introduced vocabulary.	Explain why different				
	(ELG)	materials are used for	Identify materials that are			
		certain objects.	transparent and opaque.			
	Make comments about	A A a b a la a a d'a a a b a a a b a	tale of the color than the color			
	what they have heard and ask questions to clarify their	Match adjectives to	Identify the similarities and			
	understanding (ELG)	describe the properties of different materials.	differences of a variety of everyday materials.			
	diderstanding (LLG)	different materials.	everyday materiais.			
		Sort and group objects	Explain how the shapes of			
		based on the properties of	solid objects made from			
		the materials.	some materials can be			
			changed.			
		Explain what different				
		materials are used for.	Choose the best materials			
			to use to build an object.			
Knowledge	Reception:	Know the properties of	Know which materials are			
	Understand some important	different materials.	best for certain uses.			
	processes and changes in					
	the natural world around	Know why different	Know the properties of a			
	them, including the seasons	materials are used for	variety of everyday			
	and changing states of	certain objects.	materials and objects.			
	matter. (ELG)	Know the similarities and	Know how and why the			
		differences between the	shapes of solid objects			
		physical properties of	made from some materials			
		everyday materials.	can be changed.			
		Know what different	Understand that different			
		materials are used for.	everyday materials have			
			different levels of buoyancy.			
			Know which materials float			
			best.			
Vocabulary	Dull	absorbent	Fabric			
	Glass	bendy/not bendy	Firm			
	Hard	man-made	Flexible			
	metal	material	Reflective			
	Plastic	natural opaque	Rubber Translucent			
	Rough Shiny	pipet,	Transparent			
	Smooth	Properties	Windproof			
	Soft	Stiff	- r			
	Wood	Stretchy				
		waterproof/not waterproof				
			Properties a	nd changes of materials		
Working					Investigate hard materials	
Scientifically					suitable for food	
					preparation.	
					Investigate thermal insulating properties of	
	i .					
					 materials to keep	
					materials to keep refreshments hot or cold.	

				Investigate electrical	
				insulators/conductors for	
				health and safety purposes.	
				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
				Explore methods to	
				separate mixed materials	
				back into their constituent	
				parts. Write up the	
				experiments.	
				Make new materials.	
Skills	Reception:			Compare the similarities and	
	Participate in small group,			differences of properties of	
	class and one-to-one			everyday materials.	
	discussions, offering their				
	own ideas, using recently			Investigate soluble and non-	
	introduced vocabulary.			soluble materials.	
	(ELG)				
	` '			Identify which mixtures can	
	Make comments about			be separated through	
	what they have heard and			filtering, sieving and	
	ask questions to clarify their			evaporating.	
	understanding (ELG)			evaporating.	
	understanding (LLG)			Identify some chemists who	
				have invented new	
				materials.	
Knowledge	Reception:			Know the similarities and	
	Understand some important			differences of properties of	
	processes and changes in			everyday materials.	
	the natural world around				
	them, including the seasons			Know which materials are	
	and changing states of			soluble and non-soluble.	
	matter. (ELG)				
				Know that some mixtures	
				can be separated through	
				filtering, sieving and	
				evaporating.	
				Know the difference	
				between reversible and	
				irreversible.	
				e rei sioie.	
				Understand that dissolving,	
				mixing and changes of state	
				are reversible changes.	
				Wasan and the St	
				Know some changes result	
				in the formation of new	
				materials, and that this kind	
				of change is not usually	
				reversible.	
•	•				

Vocabulary Chen	
	dense
	ductivity
	olving
evap	porate,
Filter	r
Insol	luble
	versible
Propi	
Raye	ersable
Solut	
Solut	
Solut	
Solut	
soive	
	pension
therr	mal
States of Matter	
Working Examine and compare the	
Scientifically viscosity of ketchups.	
Viscosity of Retailups.	
La contract the constant of	
Investigate the presence of	
gases.	
Use a thermometer to make	
observations as water	
changes from one state to	
another.	
Skills Describe the properties of	
solids, liquids and gases.	
Explain what happens when	
a sweet is dropped into a	
a sweet is utopped into a	
fizzy drink.	
Explain what happens when	
chocolate is melted and	
cooled.	
Explain what happens when	
a liquid is frozen.	
Describe what happens at	
each stage in the water	
cycle.	
Knowledge Know the difference	
between a solid, liquid and a	
gas.	
gas.	
List of the control o	
Understand how particles	
behave in different states.	
Understand what	
evaporation and	
condensation is.	

Vocabulary				change of state	
				Collection	
				condensation	
				Cooling	
				Energy	
				evaporation	
				Freeze	
				Gas	
				Liquid	
				melting point	
				Particles	
				precipitation	
				Process	
				Solid	
				State	
				states of matter	
				water cycle	
				water droplets	
				water vapour	
				water vapour	
				viscosity	
		Sea	sonal Changes		
	l a		-		
Working	Observe the temperature				
Scientifically	and wind outside.				
	Talanda da anamatan				
	Take the temperature				
	outside in the morning and				
	the afternoon.				
	Record these observations				
	in the classroom and discuss				
	the changes.				
	the changes.				
	Track a shadow by				
	observing and measuring it				
	over time.				
	over time.				
	Make a bar chart of paper				
	strips of shadow length				
I	plotted against time				
I	intervals.				
	Sot up rainfall causes up in				
I	Set up rainfall gauges up in				
	the playground and record				
	the rainfall over a period of				
I					
	time.				
	Make a windsock to				
I	measure wind direction and				
	a wind vane to measure the				
	direction of the wind.				
	1				
I	Make a thermometer box to				
	house a thermometer and				
	use it outside in the				
	playground.				

		Children write a list of			
		Children write a list of			
Skills	Decembian	equipment needed.			
SKIIIS	Reception: Participate in small group,	Identify objects that match to each season.			
	class and one-to-one	to each season.			
	discussions, offering their	Investigate how shadows			
	own ideas, using recently	change during the day.			
	introduced vocabulary.	change during the day.			
	(ELG)	Identify the similarities and			
	(223)	differences between			
	Make comments about	difference seasons.			
	what they have heard and				
	ask questions to clarify their				
	understanding (ELG)				
Knowledge	Reception:	Understand what the			
	Understand the effect of	weather is.			
	changing seasons on the				
	natural world around them	Know that weather			
		forecasters tell us what			
	Understand some important	weather to expect.			
	processes and changes in				
	the natural world around	Know what happens in			
	them, including the seasons	different seasons.			
	and changing states of				
	matter. (ELG)	Understand what happens			
		to the day length in			
		different seasons.			
		Name the earth, sun and			
		moon in the solar system.			
Vocabulary	Autumn	Heat			
	Rain	Overcast			
	Seasons	temperature			
	Snow				
	Spring				
	Summer				
	Sunny				
	Weather				
	Windy				
	Winter				
Moulsins			Light	 	Investigate and demonstrate
Working Scientifically			Investigate the nature of		Investigate and demonstrate
Scientifically			darkness, light and sight with a torch, a cardboard		that light travels in straight lines.
			box and pencil holes.		illes.
			box and pendi notes.		Investigate how light reflects
			Predict and then investigate		by making a periscope.
			how well different colours		2, making a periscope.
			and materials reflect light in		Investigate shadows and
			a simulated dark cave. Use		how they change as a result
			results to sort and classify		of light sources.
			the samples.		
			1		Explore split light (finding
			Discover the properties of		'rainbows').
			mirrors and reflections by		

1			undertaking different		Investigate coloured light
			investigative tasks and use		mixing.
			scientific knowledge on light		
			to explain findings.		
			to explain infairigs.		
			Investigate how different		
			objects create shadows.		
			objects create shadows.		
			Conduct a fair test to find		
			the precise relationship		
			between the distance of a		
			torch and the size of a		
			shadow.		
			Siladow.		
			Investigate how coloured		
			light beams mix and what		
			it's like to look through		
			different coloured filters.		
			Explain how light travels.		Explain why shadows have
Skills			Explain flow light travels.		the same shape as the
SKIIIS			Describe the difference		objects that cast them.
			between opaque,		objects that east them.
			translucent and transparent		Explain what transparent,
			objects.		translucent and opaque
					mean and why they are
			Explain how shadows are		used.
			formed.		asca.
Knowledge			Understand that we need		Understand that light travels
·····ouricuge			light in order to see things.		in straight lines.
			ingire in order to see timigor		st. a.Bees.
			Know that dark is the		Know how the Sun causes
			absence of light.		shadows.
			3		
			Understand that light is		Understand how light is
			reflected from surfaces,		affected by transparent,
			including mirrors.		translucent and opaque
			_		objects.
			Understand that light from		
			the Sun can be dangerous.		Know that objects are seen
					because they give out or
			Know how to protect my		reflect light into the eye.
			eyes from the Sun.		
Vocabulary			Beam		absence of light
			block		Absorb
			Bounce		Emitted
			Glare		Refraction
			Light source		Scattered
			Ray		
			Reflect		
			Transparent		
			Visible		
	 	Forc	es and Magnets		
_					

Working	Danastian.	Ask questions and then	In continue manuals stars and	
	Reception:		Investigate parachutes and	
Scientifically	Explore the natural world	investigate how toy veh		
	around them.	run on different surface		
			Investigate and create lever	S
		Investigate how it is force	es and pulleys.	
		that make things move		
		(pushes and pulls) and t		
		magnetic forces can mo		
		things at a distance with	out Investigate friction.	
		forces touching.		
			Investigate boats and water	
		Investigate how magnet	s resistance.	
		attract some materials a	nd	
		not others.		
		Investigate the polarisat	ion	
		of magnets, making		
		predictions and testing		
		ideas.		
		Write the method for ar		
		experiment.		
Skills	Reception:	Identify different forces		
	Participate in small group,		different types of forces.	
	class and one-to-one	Discover which forces no		
	discussions, offering their	contact between two	Investigate the impact of	
	own ideas, using recently	objects and which ones	do levers, pulleys and gears on	
	introduced vocabulary.	not need any contact.	forces.	
	(ELG)			
		Identify materials that a	re	
	Make comments about	attracted to a magnet a	nd	
	what they have heard and	materials that are magn	etic.	
	ask questions to clarify their			
	understanding (ELG)	Explain how magnets ar	e	
		used in everyday life.		
Knowledge	Reception:	Understand what a force	e is. Understand what gravity is.	
	Understand some important			
	processes and changes in	Know which forces need	Understand why	
	the natural world around	contact between two	unsupported objects fall	
	them, including the seasons	objects and which ones		
	and changing states of	not need any contact.	towards the Edith	
	matter. (ELG)	not need thy contact.		
		Know that magnets attr	act	
		or repel each other and		
		some materials and not		
		others.		
		others.		
		Understand how magne	tic	
		forces can act at a distan		
		Torces can act at a distal	ice.	
		Know that magnets hav		
		two poles.		
		two poles.		

T				
Vocabulary	magnet	attract	Brake	
		compass	Cog	
		Force	Gears	
		force meter	Gravitation	
		Friction	Gravity	
		Iron	Lever	
		Magnetic	Mechanism	
		magnetic field	Newton	
		non-magnetic	Opposing	
		Poles	Pulleys	
		repel	Resistance	
		spring	streamline	
		surface	St. Carrille	
		Water resistance		
		·		
		Rocks		
Working		Observe, group, draw,		
Scientifically		describe and name rock		
		samples.		
		Investigate different kinds		
		of rocks' physical		
		properties.		
		Investigate the properties of		
		different rocks with fair		
		testing e.g., permeability,		
		hardness and an acid test		
		for the presence of calcium		
		carbonate.		
		Identify different rocks for		
		different purposes in the		
		local area. Record findings.		
		local area. Record illianigs.		
		Investigate different soils,		
		asking questions and		
		seeking answers through a		
		variety of scientific		
		enquiries (exploring/		
		classifying and identifying		
L		/fair testing)		
Skills		Use a rock identification		
		key.		
		Explain how fossils are		
		formed.		
1				
		Describe how soil is formed.		

Knowledge		Know the differences		
		between igneous,		
		sedimentary and		
		metamorphic rocks.		
		·		
		Know how fossils are		
		formed.		
		iormea.		
		Know what palaeontology is		
		and what a palaeontologist		
		does.		
		Name different types of soil.		
Vocabulary		anthropic		
Vocabulary		antinopic		
		body fossil		
		cast fossil		
		chemical fossil		
		Extinct		
		igneous		
		Impermeable		
		lava		
		magma		
		metamorphic		
		mould fossil		
		organic matter		
		Permeable		
		replacement fossil		
		sediment		
		sedimentary		
		sub soil		
		topsoil		
		trace fossil		
		Electricity		
Working			Identify electrical	Investigate a range of simple
Scientifically			components and explore	electric circuit challenges
outename,			electrical circuits.	(planning/fair
			electrical circuits.	
			Took different materials	testing/exploring).
			Test different materials to]
			see whether or not they	Investigate the effects of
			complete a circuit.	voltage and number of
				components on a working
				circuit.
				Draw circuit diagrams.
				Draw Circuit diagrains.
				Design and most and the state
				Design and make a dimmer
				switch.
				Design and create a light
				decoration circuit.
				1

Skills	Identify electrical dangers	Set up a range of circuits to
SKIIIS	around the home.	identify how they work and
		how to achieve a range of
	Identify which appliances	effects.
	need electricity.	
	Identify basic parts of a	
	circuit.	
	Build a circuit.	
	Explain why a switch is	
	important in a circuit and	
	what it does.	
	Predict what would happen	
	if there was a break in the circuit.	
	circuit.	
	Identify materials which are	
	good conductors or	
	insulators.	
	Explain why metals are good	
	conductors.	
	Identify objects which are	
	good conductors or	
Knowledge	insulators and explain why. Know what electricity is and	Know which symbols to use
Knowledge	why it is important.	when representing a simple
		circuit in a diagram.
	Know which appliances	
	need electricity.	Know the effect of the voltage of cells used in a
	Name basic parts of a	circuit on the brightness of a
	circuit.	lamp or the volume of a
		buzzer.
	Understand what makes a	
	complete circuit.	
	Know what a switch is and	
	why it is important in a	
	circuit.	
	Know what would happen if	
	there was a break in the	
	circuit.	
	Know what a conductor and	
	insulator is.	
	Know which materials and	
	objects are good conductors	
	or insulators.	

Applienters Diagram					L	
Call determinal yearbooks decrois decr	Vocabulary				Appliances	atom
Circuit component component component component component considerable component conciderable component conciderable component conciderable concid						
Component Conductors neutrons neutrons conductors conductors particulars conductors conductors conductors electric conductors and consistent conductors and conduct an investigate vibrations and conduct an investigate pitch and violence by applicing information into which material beaut reductes the investigate ribration into which investigate pitch and conduct an investigate ribration into which investigate pitch and violence by applicing information into which investigate pitch and conduct an investigate pitch and violence by applicing into which investigate the lateral conduct an investigation into which invited the feel feeling and feel protocol and tall about music, and tall about musi						
Conductor condicities parallel crout electric conductor electric condu						
Solids Litten attentively, more to a represent their feelings and responses. Describe what they see, her and feel whitst outside edit whitst outside edit whitst outside edit white the and outside edit white the						
Sound Soun					Conductor	nucleus
series circuit football football feels have been football feels for football feels have been football feels have been football feel had been football feel had been football feel had been feel feel feel feel feel feel feel f					crocodile clips	Parallel circuit
series circuit football football feels have been football feels for football feels have been football feels have been football feel had been football feel had been football feel had been feel feel feel feel feel feel feel f					electric conductor	protons
Sound Working Scientifically					electrical insulator	series circuit
Working Sound						
Working Scientifically Working Scientifically Selectifically Selectifically						
Sound Sound Investigate vibrations and how sound travels. Investigate pitch and volume by exploring instruments and the different sounds they make. Plan and conduct an investigation into which material box treduces the sounds we hear. Plan and conduct an investigation into which material box treduces the sounds we hear. Plan and conduct an investigation into which material box treduces the sounds we hear. Plan and conduct an investigation into which material box treduces the sounds we hear. Plan and conduct an investigation into which material box treduces the sounds we hear. Plan and conduct an investigation into which material how the ear. Plan and conduct an investigation into which material how the ear. Plan and conduct an investigation in the ear. Plan and conduct an investigation in the ear. Plan and conduct an investigation into which we have sound. Plan and conduct an investigation in the ear. Plan and conduct an investigation into which will be presented in the ear. Plan and conduct an investigation into which will be presented in the ear. Plan and conduct an investigation into which will be presented in the ear. Plan and conduct an investigation into which will be presented in the ear. Plan and conduct an investigation into which will be presented in the ear. Plan and conduct an investigate with rough instruments and the plan and response to the own which will be presented in the ear. Plan and conduct an investigate with rough instruments and better for sounds are made, including higher and louder plan. Plan and the ear.						
Sound Investigate vibrations and how sound travels.						
Sound Investigate vibrations and how sound travels. Investigate pitch and volume by exploring instruments and the different sounds they make. Plan and conduct an investigation into which material best reduces the sounds we hear. Explain how sound travels. Plan and conduct an investigation into which material best reduces the sounds we hear. Explain how sound was pure sounds with the proposed of th						
Investigate vibrotions and how sound travels, Investigate pitch and volume by exploring instruments and the different sounds they make.		<u> </u>		Sound		
Investigate pitch and volume by exploring instruments and the different sounds they make.	Working	_			Investigate vibrations and	
Investigate pitch and volume by exploring instruments and the different sounds they make. Plan and conduct an investigation into which material best reduces the sounds we hear. Explain how sound withouts travel through a medium to the ear. Describe what they see, hear and feel whist outside Participate in small group, class and one-to-one discounties, of professions, offering their discounties, offering their discou						
Skills Listen attentively, move to and talk about music, expressing their feelings and responses.						
Skills Listen attentively, move to and talk about music, expressing their feelings and responses.					Investigate nitch and	
instruments and the different sounds they make. Plan and conduct an investigation into which material best reduces the sounds we hear.						
Skills Listen attentively, move to and talk about music, expressing their feelings and responses. Describe what they see, hear and feel whilst outside Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary, (EIG) Make comments about what they see, hear and feel whilst outside Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (EIG) Make comments about what they have heard and ask questions to clarify their understanding (ELG) Knowledge Understand sounds they have heard. Knowledge Understand sounds they have heard. Explain how sound vibrations are and investigate why some materials are better for sound to travel through than others. Describe how the length of the vibration can affect the sound. Knowledge Understand sounds they have heard.					instruments and the	
Skills Listen attentively, move to and talk about music, expressing their feelings and responses. Describe what they see, hear and feel whilst outside Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary. (ELG) Make comments about what they have heard and ask questions to clairly their understanding (ELG) Knowledge Understand sounds steep Listen attentively, move to and investigation into which materials are better for sounds are made, including higher and lower pitch. Describe how the length of the vibration can affect the sound. Describe how the length of the vibration can affect the sound. Knowledge Understand sounds steep have heard. Know what vibrations are and feet through have heard.						
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	Knowledge	Understand sounds they				
a medium to the ear.		have heard.				
					a medium to the ear.	

				Understand how musical		
				instruments make sound.		
				Understand how the shape		
				of an ear affects how we		
				hear sounds		
				Know why some materials		
				are better for sound to		
				travel through than others.		
Vocabulary	Quiet			Amplitude		
	Loud			Pitch		
	Ear			vibration		
				Volume		
				Wave		
		 Ea	rth and Space		.	
Working Scientifically					Develop enquiry questions.	
Scientifically					Create a scale model of the	
					solar system.	
					Solai System.	
					Create an orrery to explore	
					heliocentricity.	
					Trendeeritrieity.	
					Set up an investigation to	
					demonstrate that the Earth	
					spins on its own axis.	
					·	
					Create a sundial and explore	
					time zones.	
					Implement some	
					investigations to show why	
					the moon appears to change	
					shape throughout the	
					month	
Skills					Explain the movement of	
					the Moon in relation to the	
					Earth.	
					Franksia roborosa karra dari	
					Explain why we have day and night and how the Earth	
					orbits the Sun.	
					Orbits the sun.	
					Explain how a sundial works	
					and why we have different	
					time zones around the	
					world.	
Knowledge					Understand the movement	
					of the planets in relation to	
					the Sun.	
					Know the order of the	
					planets in our solar system.	

			T		
				Know what waxing, waning, new and full mean in relation to the Moon. Understand what a lunar month is. Know what an elliptical orbit is. Understand why we have seasons.	
Vocabulary				Axis constellation crescent geocentric gibbous heliocentric Jupiter lunar Mars Neptune orbit Phases of the Moon Mercury Planets revolve, rotate, Rotation Saturn solar system Uranus Venus waning	
		Evoluti	on and Inheritance	waxing	
Working Scientifically					Identify things that are inherited and things that are learned. Explore variation through dog breeds. Identify features that
Skills					support survival in a given environment. Compare the differences between environmental and inherited characteristics. Describe how animals are adapted to suit their

I				
				environment in different
				ways.
				Et al an estado a la constitución
				Find out about the
				evolutionary facts behind
				some traditional folk tales
				about features of some
				animals.
Knowledge				Know the difference
				between environmental and
				inherited characteristics
				Know how animals and
				plants are adapted to suit
				their environment in
				different ways and that this
				adaptation can lead to
				evolution
				Understand that living things
				have changed over time
				Understand that fossils
				provide information about
				living things that inhabited
				the earth millions of years
				ago
				ugo
				Recognise that living things
				produce offspring of the
				same kind, but normally
				offspring vary and are not
				identical to their parents
Vocabulary				Evolution
,				Fossils
				Gene
ĺ				Genetics
				Homo sapiens
				Inherited
				Mutation
				natural selection
				offspring
				Survival of the Fittest