

(Year 2 and Year 6 will continue with the old national curriculum this year. The new national curriculum begins next year for these year groups and is marked in red.)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2	<p>Ourselves Know about similarities and differences between living things.</p> <p>Make observations of animals (humans), explain why some things occur and talk about changes.</p>	<p>Materials Know about similarities and differences between materials.</p> <p>Explain why some things occur and talk about changes.</p>	<p>Materials Know about similarities and differences between materials.</p> <p>Explain why some things occur and talk about changes.</p>	<p>Mini beasts Know about similarities and differences between living things.</p> <p>Make observations of animals, explain why some things occur and talk about changes.</p>	<p>Plants Know about similarities and differences between living things.</p> <p>Make observations of plants, explain why some things occur and talk about changes.</p>	<p>Animals (habitats) Know about similarities and differences between living things.</p> <p>Make observations of animals, explain why some things occur and talk about changes.</p>
Y1	<p>Animals, including humans Identify the parts of the human body and the five senses</p>	<p>Seasonal Changes Identify the four seasons Find out about the weather and the length of day Light Identify sources of light</p>	<p>Animals (English and African) Identify common land animals – sorting, diet, structures of animals</p>	<p>Everyday Materials Find out about the physical properties of everyday materials; comparing, grouping and changing materials.</p>	<p>Plants Identify common plants in our own environment and at the seaside. Know the basic structure of plants.</p>	<p>Animals (sea creatures) Identify common sea animals. Sorting them according to diet and structure. Light Know how shadows are formed.</p>
Y2 2014-2015	<p>Grouping materials Sort objects into groups on the basis of simple material properties.</p> <p>Recognise and name common types of material and recognise that some of them are found naturally.</p> <p>Find out about the uses of a variety of materials and how these are</p>	<p>Electricity Find out about everyday appliances that use electricity.</p> <p>Find out about simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors].</p>	<p>Forces and motion Find out about, and describe the movement of familiar things and that both pushes and pulls are examples of forces.</p> <p>Recognise that when things speed up, slow down or change direction, there is a cause.</p>	<p>Green plants Recognise that plants need light and water to grow.</p> <p>Recognise and name the leaf, flower, stem and root of flowering plants.</p> <p>Know that seeds grow into flowering plants.</p>	<p>Living things in their environment Find out about the different kinds of plants and animals in the local environment.</p> <p>Identify similarities and differences between local environments and ways in which these affect animals and plants that are found there.</p>	<p>Variation and classification Recognise similarities and differences between themselves and others, and to treat others with sensitivity.</p> <p>Group living things according to observable similarities and differences.</p>

	<p>chosen for specific uses on the basis of their simple properties.</p> <p>Changing materials Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting.</p>	<p>Know how a switch can be used to break a circuit.</p>			<p>Care for the environment.</p>	
<p>Y2 2015-2016</p>	<p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Materials</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p>	<p>Plants</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> - 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. 	<p>Living things and their habitats</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> □□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.
<p>Y3</p>	<p>Rocks & Soils</p> <p>Rock appearance and physical properties. Formation of fossils. Soils made from rocks and organic matter.</p>	<p>Animals, including humans</p> <p>Nutrition, skeletons & muscles for support, protection & movement.</p>	<p>Animals, including humans</p> <p>Nutrition, skeletons & muscles for support, protection & movement.</p>	<p>Forces & Magnets</p> <p>Compare how things move, magnets (poles) - attract and repel, Magnetic materials.</p>	<p>Light</p> <p>Light to see, dark is the absence of light. Reflection, dangers of sun, shadows.</p>	<p>Plants</p> <p>Functions of different plants of flowering: roots, stem/trunk, leaves, and flowers. Requirements of plants for life and growth.</p>

						Water transportation within plants. Life cycle of flowering plants (pollination, seed formation and seed dispersal).
Y4	<p>Animals including humans – focus on habitats (recognising and observing)</p> <ul style="list-style-type: none"> - understanding ‘producer’, ‘consumer’ etc., constructing food chains 	<p>States of Matter</p> <ul style="list-style-type: none"> - Characteristics of solids, liquids and gases, - Experiments investigating changes of state - Consolidate understanding of evaporation, melting, condensing - Working with Celsius - Water Cycle 	<p>Sound</p> <ul style="list-style-type: none"> - Develop awareness of different sounds - Associate vibration and sound - Use data loggers to investigate patterns of vibrations - Investigate pitch - Relate pitch and length of objects 	<p>Electricity</p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity - Investigate and make circuits - Look at common conductors and insulators 	<p>Animals including humans</p> <ul style="list-style-type: none"> - Learn about teeth: foods that damage, different types etc. - How to care for our teeth - The digestive system: processes and terminology 	<p>Living Things</p> <ul style="list-style-type: none"> - Classification with plants and animals - Group animals in different ways - Conservation of habitats – human impact etc.
Y5	<p>Properties of materials</p> <p>Compare everyday materials on the basis of their properties.</p> <p>Discuss reasons for particular uses of everyday materials (including wood, metals and plastic).</p>	<p>Earth and space</p> <p>Understand the movement of the Earth, and other planets, relative to the Sun.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the rotation of the Earth to explain day and night.</p>	<p>Changing materials</p> <p>Know that some materials dissolve and others do not.</p> <p>Use knowledge of solids, liquids and gases to separate mixtures.</p> <p>Reversible/ irreversible changes</p>	<p>Forces</p> <p>Identify the force Gravity</p> <p>Air resistance, water resistance and friction</p> <p>Mechanisms, including levers, pulleys and gears, to allow a smaller force to have a greater effect</p>	<p>Living things and their habitats</p> <p>Differences in life cycles of mammal, amphibian, insect and bird.</p> <p>Life process of reproduction in some plants and animals.</p>	<p>Animals, including humans</p> <p>Describe the changes as humans develop to old age.</p> <p>Healthy living.</p>

<p>Y6 (topics in red are planned to aide transition to the new curriculum in secondary school)</p>	<p>Solids, Liquids and Gases. Understanding how molecules move between states and how we can make this change happen.</p> <p>Reversible and irreversible changes. Understanding how materials can mix together and investigating if this is reversible or if a new material has been created and it is irreversible.</p> <p>All living things.</p> <p>Understand how living are classified into broad groups. Understand the reason for this.</p>	<p>Micro-organisms</p> <p>What are micro-organisms? Know how they spread. Know how they are used in positive ways.</p> <p>Light and the eye (term 3)</p>	<p>Light and the eye.</p> <p>Understand how the eye works and know the parts of the eye.</p> <p>Know that light travels in a straight line and how it appears to bend in different states as it slows down.</p> <p>How visible light is only part of the spectrum.</p> <p>Animals including humans</p> <p>The main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle. Know how nutrients and water are transported within animals</p>	<p>Changing circuits</p> <p>Know how to make an electrical circuit and the correct terminology and Investigate why circuits work or do not work. Understand voltage and how current, voltage and resistance work tighter.</p> <p>Understand symbols</p> <p>Evolution and Inheritance</p> <p>Recognise that living things change over time. Recognise that living things produce offspring.</p>	<p>Forces in action</p> <p>Understand how forces are measured. Know what can speed up or slow down movement.</p> <p>Understand how forces work in air and water.</p> <p>Electricity (same as term 4)</p>	<p>Interdependence and adaption</p> <p>Understand seed dispersal and why this happens.</p> <p>Look at and investigate how far seeds travel and how this creates different habitats.</p> <p>Know the different parts of a flower and plant.</p> <p>Evolution and Inheritance</p> <p>Identify how animals and plants are adapted to suit their environment.</p>
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