



Science Curriculum

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	People in my Life	Space	Once Upon a Time	On the Move	Minibeasts	Pirates
<i>Knowledge</i>	Germs, washing our hands	Plants, trees, bushes and flowers, leaves, trunk, branch, stick, twig Autumn, observing the trees in our local park Earth, moon and sun, the planets	Winter, freezing water outside, observing the trees in our local park Hibernating animals	Travel now and in the past Push and pull forces Technology	Spring, observing the trees in our local park Insects, invertebrates Life cycles, observing butterfly larvae become butterflies Habitats, who lives in our local park	Summer, observing the trees in our local park Floating and sinking Who lives in the ocean Healthy food Food decay, what happens to food if we don't eat it
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Unit of learning</i>	Our Body	Seasons	Plants	Everyday Materials	Animals	Animals
<i>Key questions</i>	What is a skeleton? Why do we need a skeleton - what would happen if we didn't have one? What are the parts of the human body? What are the five senses? Which part of the body are they associated with?	Can you name the four seasons? How are they different? How can you tell which season it is? What is weather? How does the weather change over the four seasons? Is the weather the same around the world?	What is a plant? How do plants grow? What are the parts of a plant called? How many different types of plant can we identify?	What materials do we use to make things? Why do we choose different materials to make objects? What are the properties of materials? Why do we use glass to make windows? Why don't we use glass to make other objects?	What types of animals are there? What are the features of mammals, reptiles, birds? What do animals eat? What animals are carnivores, herbivores, omnivores? Where do animals live around the world?	What is special about fish and amphibians? How do they breathe under the water? What do they eat? Are fish the same all around the world?

<i>Knowledge</i>	Know the names of the main parts of the body Know the names of some of the bones in the body Know the five senses and which body part is associated with each Know that milk and cheese make our bones stronger	Know the names of the four seasons and how they are different Know what weather is and how it changes over the four seasons Know how the seasons affect animals Know that humans change what they eat, do and wear to adapt to the seasons Know that day length varies across the seasons	Know the names of the main parts of plants / trees: roots, stem/trunk, leaves and flowers Know some different types of plants: grass, flowers, bushes, shrubs, trees Know the names of some common wild and garden plants Know that plants can be deciduous or evergreen Know how seeds and bulbs grow into mature plants Know that plants need water, light and a suitable temperature to grow and stay healthy	Know that we use materials to make things and know the names of some common materials: wood, glass, metal, plastic, rock, water Know that we choose different materials to make objects based on their suitability Know some of the simple physical properties of materials: hard, soft, rigid, flexible, transparent, opaque, waterproof, absorbent, elastic	Know that there are different types of animals Know the structure and features of mammals, reptiles and birds Know that animals eat different things Know that we can group animals as carnivores, herbivores, omnivores according to what they eat and name some examples of each Know that animals live in different climates and places around the world	Know that there are different types of animals Know the structure and features of fish and amphibians Know that animals eat different things Know that we can group animals as carnivores, herbivores, omnivores according to what they eat and name some examples of each Know that animals live in different climates and places around the world
<i>Unit investigation</i>	Senses test (blind tasting etc)	Be a weather reporter! Investigating weather around the world. Keep a class weather wall to record temperature and daylight hours	Growing plants Fair test - what plants need to survive	Test materials for a raincoat for teddy Keep a class weather wall to record temperature and daylight hours		Drawing, labelling and dissecting a fish Keep a class weather wall to record temperature and daylight hours

<i>Vocabulary</i>	body, skeleton, bone, senses, taste, sight, hearing, touch, smell, test, investigation, findings	season, autumn, winter, spring, summer, weather, cold, rain, cloudy, snow, cool, windy, warm, hot, sunny, affect, hibernate, migrate, adapt, change, daylight, day time, night time, sunrise, sunset, information, data, tally chart, pictogram	plant, seed, bulb, root, stem, leaf, petal, flower, soil, earth, sunlight, rain, water, tree, shrub, flower, deciduous, evergreen	material, wood, metal, plastic, glass, fabric, wood, hard, soft, rigid, flexible, transparent, opaque, waterproof, absorbent, elastic	animal, mammal, fish, bird, reptile, amphibian, carnivore, herbivore, omnivore, warm blooded, cold blooded, feathers, fur, gills, fins, tail	animal, mammal, fish, bird, reptile, amphibian, carnivore, herbivore, omnivore, warm blooded, cold blooded, feathers, fur, gills, fins, tail
<i>Prior learning</i>	Reception - basic body parts	Reception - seasons, observing the trees in our local park over each season, freezing water in winter	Reception - forest school, trees, bushes, plants, leaves	Reception - floating and sinking	Reception - who lives in the ocean Seasons (Y1) - hot and cold places	

<i>Progression standards</i>	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions Identify and name a variety of common wild and garden plants, including deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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)	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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)
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of learning	Materials	Staying Alive	Healthy Humans	Living in Habitats	Local Habitats and Microhabitats	Dead or Alive
<i>Key questions</i>	What materials do we know? How are they similar and different? How do we select materials for different uses? How do materials change shape?	How do animals change over time? What is a life cycle? What do we need to survive? What is hygiene and why is it important?	What are our key vital organs? Why are they 'vital'? What are the five food groups, and how do they help us have a healthy diet? What happens to our vital organs if we eat too much fat, sugar or salt? How does exercise help our vital organs? The brain is a vital organ, how can we keep it healthy?	What is a habitat? What are the major world habitats? How do plants and animals adapt to their habitat? How does human activity impact on habitats? What is conservation? How can zoos help conservation?	What are some of the habitats and microhabitats we can find in Britain?	What is a life cycle? Which objects are dead, alive, or never lived? What is a food chain? How does every food chain begin? What is the food chain for what I ate for lunch?

<i>Knowledge</i>	Know what different materials can be used for Know the physical properties of different materials Know which properties make some materials suitable or unsuitable for different purposes Know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Know and use scientific language to describe and compare materials	Know that animals change over time Know what a life cycle is Know the stages of the life cycle Know how humans change as they grow Know that all animals will die as part of their life cycle Know what animals need to survive: water, food, air, shelter Know what hygiene is and why it is important	Know the major vital organs of the human body and what they do Know the five food groups, and how they help us have a healthy diet Know what a balanced diet is and what we need to eat more or less of Know what happens to our vital organs if we eat too much fat, sugar or salt Know how exercise helps our vital organs Know some ways to keep the brain healthy and why this is important	Know that a habitat is somewhere that plants and animals live naturally that provides their basic needs Know some common world habitats and their features: ocean, Arctic, rainforest, desert Know some common British habitats and their features: urban, woodland, pond, coastal Know that most living things live in habitats to which they are suited Know that organisms can adapt to better suit the conditions of their environment Know some of the ways human activity impacts on habitats and the animals that live there Know what conservation is, why it is important and how zoos can help conservation	Know the names and features of some of the habitats and microhabitats we can find in Britain and the plants and animals that live there	Know what a life cycle is Know some common objects that are dead, alive, or never lived Know what a food chain is, that it shows how animals obtain their food from plants and other animals Know that food chains begin with a plant because they produce their own food
<i>Unit investigation</i>	Use heat to change the shape of solid objects	Follow the germ trail	Observe and record the effects of exercise on our body	The blubber test	Record the number of minibeasts in a microhabitat	

<i>Vocabulary</i>	material, wood, metal, plastic, glass, fabric, wood, rock, hard, soft, rigid, flexible, transparent, opaque, waterproof, absorbent, elastic, identify, uses, classify, properties, features, squashing, bending, twisting, stretching, material, heat, change	mammals, birds, reptiles, amphibians, womb, egg, spawn, pregnancy, chick, hatchling, tadpole, adult, life cycles, stages, egg, caterpillar, chrysalis, butterfly, human, growth, stages, baby, toddler, child, teenager, adult, elderly, basic needs, survive, water, food, air, lungs, gills, classify, shelter, protection, hygiene, faeces, urine, sewage, raw sewage, diarrhoea, bacteria, disease, cholera, symptoms, epidemic	survive, survival, healthy, , anatomy, organ, , vital organ, heart, brain, kidneys, liver, lungs, food group, protein, carbohydrate, starchy, dairy, balanced diet, vitamins, minerals, blood vessels, artery, overweight, obese, mental health, well-being	animal, needs, wants, survive, air, food, shelter, water, die, habitat, basic needs, habitat, climate, plant, habitat, adaptation, adapt, equator, desert, fat, energy, blubber, conditions, survive, urban, woodland, pond, coast, coastal, plastic waste, recycle, oceans, habitat, reduce, endangered, extinct, species, rights, laboratory, scientists, harmful, zoo, conservation, captivity, breed, advantages, disadvantages	habitat, shelter, minibeast, backbone, micro-habitat, needs, pictogram, tally chart	life process, living, non-living, dead, never alive, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain, consumer, producer, predator, prey, herbivore, carnivore, omnivore, survey, tally, interpret, data, pictogram, bar chart
<i>Prior learning</i>	Reception - floating and sinking Materials (Y1) - material, wood, metal, plastic, glass, fabric, wood, hard, soft, rigid, flexible, elastic, waterproof, absorbent, transparent, opaque	Reception - life cycles, observing butterfly larvae become butterflies Animals (Y1) - mammal, reptile, bird, fish, carnivore, omnivore	Reception - healthy food Animals (Y1) - mammal, reptile, bird, fish, amphibian, herbivore, carnivore, omnivore Staying Alive (Y2) - survival, basic needs, food, water, shelter, protection	Reception - minibeasts, pond dipping Animals (Y1) - mammal, reptile, bird, fish, amphibian, herbivore, carnivore, omnivore Staying Alive (Y2) - survival, basic needs, food, water, shelter, protection	Reception - forest school, who lives in our local park Animals (Y1) - mammal, reptile, bird, fish, amphibian, herbivore, carnivore, omnivore Staying Alive (Y2) - survival, basic needs, food, water, shelter, protection	Animals (Y1) - mammal, reptile, bird, fish, amphibian, herbivore, carnivore, omnivore Staying Alive (Y2) - what animals need to survive, life cycles Living Things and their Habitats (Y2) - habitat, survival, shelter, protection, dependence

<i>Progression standards</i>	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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)	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Explain why food chains begin with plants
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of learning	Health and Movement	Forces and Magnets	Reuse, Reduce, Recycle	Light	How Plants Grow	Rocks and Soils
<i>Key questions</i>	Why do animals and humans need to eat? Why does what they eat matter? What are skeletons and muscles? Why do we need them?	What is friction? How does it occur? What is magnetism? How do magnets work?	How do humans create waste? What happens to our waste? Why is waste a problem? How can we make a difference?	Where does light come from? What is light? How is light reflected? How are shadows made?	What are the parts of a plant? What does each part do? What do plants need to live and grow? What is the life cycle of a plant? How do new plants grow?	What are rocks? How are they made? Are all rocks the same? How do rocks change over time? What is soil? What are fossils? What can they tell us?

<i>Knowledge</i>	Know why animals and humans need to eat, that they cannot make their own food and get nutrition from what they eat Know why what we animals, including humans, matters, that they need the right types and amount of nutrition Know the names of the five major food groups and some examples of foods in each group Know that humans and some other animals have skeletons and muscles for support, protection and movement Know the key bones in the human skeleton Know the names of key muscles in the human body and know how they work	Know what friction is and how it occurs Know what magnetism is and how magnets work Know how things move on different surfaces Know that some forces need contact between two objects, but magnetic forces can act at a distance Know how magnets attract or repel each other and attract some materials and not others Know that magnets have two poles Know that two magnets will attract or repel each other, depending on which poles are facing Know that some materials are magnetic	Know why and how humans produce rubbish and waste Know what happens to our waste Know how we manage our waste can cause problems for the environment Know some of the things we can do to reduce waste Know some ways we can reuse and recycle waste products at home and at school	Know that we need light to see, that dark is what happens when we don't have any light Know that the main source of light on the earth is the sun Know some other common sources of light, such as electricity, torches, matches, candles, phone screens Know how the movement of the earth around the sun determines what we call night and day Know that plants are able to prepare their own food using sunlight Know that some other objects also give out light, we call these luminous objects Know that we can see objects because light is reflected off their surfaces Know that shadows are made when light is blocked by an opaque object	Know the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Know that water is absorbed by the roots and transported within plants by the stem Know what plants need for life and growth: air, light, water, nutrients from soil, and room to grow Know that plants produce their own food through photosynthesis using water and sunlight Know that flowers are important for the life cycle of a flowering plant as they produce seeds to make new plants Know that seed dispersal is one stage in the life cycle of flowering plants, and there are different ways that seeds are dispersed	Know that our planet is made of rock Know that rock is made up of minerals that are pressed tightly together Know the names and characteristics of some common types of rocks Know that erosion is the process when something is worn away by water, wind or other natural materials over time Know that soil is important because all plants need soil to live and grow Know that we group rocks into three main groups of igneous, sedimentary and metamorphic Know that fossils are formed when things that have lived are trapped within rock
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				Know that the size of shadows changes depending on the position of the sun in the sky		
<i>Unit investigation</i>	Make muscles	Test different forces to make a toy car move	Make our own recycled paper	Test light sources to choose the best one to use in a tomb	Investigate the functions of the roots and stem of a plant Fair test for the things plants need to live and grow	
<i>Vocabulary</i>	human, nutrition, energy, growth, sugars, fruit, vegetable, meats, fats, fish, starch, herbivore, carnivore, omnivore, skeleton, animal, calcium	force, magnet, contact force, attract, repel, propel, pole, friction, weight, mass, gravity, air resistance, water resistance, acceleration, balanced force, unbalanced force, pulleys, gears, levers	waste, landfill, reduce, reuse, recycle, single use, compost, organic, decay, decompose	light, dark, light source, reflection, refraction, opaque, translucent, transparent, spectrum, rainbow, prism, shadow, ultraviolet, radiation	roots, stem, leaves, flower, petal, air, light, nutrients, seed, germination, pollination, fruits, dispersal, explosion	soil, sock, earth, air, water, organic matter, minerals, erosion, topsoil, subsoil, regolith, bedrock, parent matter, inner core, outer core, mantle, crust, igneous, metamorphic, sedimentary, lava, magma, molten rock, fossil, skeleton, permeable
<i>Prior learning</i>	Reception - healthy food Our Body (Y1) - skeleton, bones Animals (Y1) - herbivore, carnivore, omnivore Healthy Humans (Y2) - food groups, nutrition,	Everyday Materials (Y1) - rock, glass, metal, paper, smooth, bumpy Materials (Y2) - properties	Living Things & their Habitats (Y2) - threats, pollution, endangered, plastic, recycling	Seasons (Y1) - light, day, sunlight, shadow	Plants (Y1) - parts of a plant, types of plants, what plants need to survive Staying Alive (Y2) - life cycle	Plants (Y1) - soil, what plants need to survive

	balanced diet, sugars, dairy, starch, fats					
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<i>Progression standards</i>	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest
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	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings 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	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings 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	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings 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 that have lived are trapped within rock Recognise that soils are made from rocks and organic matter
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		Predict whether two magnets will attract or repel each other, depending on which poles are facing				
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of learning	World Habitats	The Rainforest Habitat and Ecosystem	Circuits and Conductors	States of Matter	Sound	Eating and Digestion
<i>Key questions</i>	What is a habitat? Why do different organisms live in different habitats? How can we identify, classify and group living things in an environment? What impacts can humans have on living environments?	How can we identify, classify and group life in the rainforests? What food chains exist in the rainforests? What is an ecosystem? How have some plants adapted to the rainforest environment?	How do circuits work in common appliances? How could we construct a simple circuit? How do switches open and close a circuit? What are conductors and insulators?	How can matter change state? What is the water cycle and why is it important?	How is sound made? How does sound travel? How do we vary pitch and tone?	What are the parts of the human digestive system? How does it work? What are the types and functions of human teeth?

<i>Knowledge</i>	Know that a habitat is a natural home or environment that gives the organisms that live there what they need to survive Know a range of different world habitats Know what impacts humans have had on some living environments Know that living things can be grouped in a variety of ways Know that one change in a habitat can affect all the organisms within that environment	Know that the rainforest is an ecosystem and the organisms that live there are dependent on each other Know some of the food chains that exist in the rainforests Know how food chains can be interlinked in a food web Know the features and uses of some rainforest plants Know how the root systems of some plants have adapted to the rainforest environment Know that we can identify, classify and group life in the rainforests	Know that electricity is a form of energy and know some of its common uses Know we get electricity from different sources, including power stations and batteries Know that electricity travels in a circuit and the elements of a circuit: component, switch, current, volt Know that a conductor is a material or device that allows electricity to pass through it Know that an insulator is a material or device that does not allow electricity to pass through it Know that switches break or complete electrical circuits to turn appliances off or on	Know if a material is a solid, liquid or gas and know some of the differences between them Know that materials can change state when they are heated or cooled Know that liquids can evaporate and change into gases when heated Know that gases can condense into liquids when cooled Know that the water cycle is a continuous cycle of evaporation and condensation	Know that sound is made when objects and materials vibrate Know that vibration causes movement in air particles Know that sound travels through the air in waves Know that some materials can prevent sound waves reaching the ear Know that we can vary the pitch and tone of sounds	Know that our bodies need energy to move and to grow, and we get the energy we need from food Know that our bodies use up energy all the time, even when we are not moving Know that our body needs the right amount and balance of nutrients to stay healthy Know that food chains start with plants or producers, because they can produce their own food through photosynthesis Know that we need teeth to eat food, and that different types of teeth have different functions Know the names and functions of the parts of the digestive system
<i>Unit investigation</i>		Create a mini-biome Test the strength of different root structures of rainforest plants	Test materials to find good conductors and insulators	Make it rain / cyclone in a bottle	Class band, varying the way we make the instruments and recording the impact on pitch and volume	Make a digestive system

<i>Vocabulary</i>	habitats, organisms, environment, suitability, conditions, local, animals, plants, group, characteristics, sort, species, classification, classify, unfamiliar, vertebrate, invertebrate, mammal, bird, reptile, amphibian, fish, insects, molluscs, annelids, arachnids, crustaceans, classification key, flowering, non-flowering, impact, survival, food chain, deforestation, sustain, destroy, pollution	habitats, adaptation, survival, threat, biome, predator, prey, rainforest, biome, habitat, ecosystem, biome, rainforest, carnivore, herbivore, food chain, food web, producer, consumer, biodiversity, plants, trees, roots, stem, leaves, flower, fruit, nuts, uses, medicine, botanists, adaptation, adapt, investigation, nutrients, shallow, buttress, stability, habitats, characteristics, classify, classification, flowering, non-flowering, spiky leaves, rounded leaves, vertebrate, invertebrate, mammal, reptile, bird, fish, amphibian, zoologist	circuit, component, electricity, current, static, current, atoms, protons, electrons, generator, appliances, power, power source, battery, mains electricity, socket, plug, pylons, conductor, insulator, electrocuted, switch, brightness, fair test, voltage	solid, liquid, gas, substance, particles, freeze, heat, boil, melt, temperature, Celsius, Fahrenheit, thermometer, mercury, expand, sensor, evaporation, perfume, water vapour, condensation, water cycle, precipitation, surface water, ground water, run off	sound, object, material, vibrate, vibrations, sound waves, air particles, energy, soundproof, muffle, pitch, volume	carnivore, herbivore, omnivore, food, energy, nutrients, nutrition, healthy diet, food chain, ecosystem, organism, producer, photosynthesis, consumer
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<i>Prior learning</i>	Animals (Y1) - mammal, reptile, bird, fish, amphibian, herbivore, carnivore, omnivore Living Things and their Habitats (Y2) - main habitats, minihabitats Dead or Alive (Y2) - food chains	Plants (Y1) - plant types and structures Living Things and their Habitats (Y2) - main habitats, minihabitats Dead or Alive (Y2) - food chains Rocks and Soil (Y3) - relationship between soil and plant roots Living Things and their Habitats (Y4) - habitats, classification, human impact on the environment	Everyday Materials (Y1) - metal, wood, plastic Materials (Y2) - properties of materials	Reception - winter, freezing water Seasons (Y1) - weather, temperature, rain	Everyday Materials (Y1) - metal, wood, plastic, glass, brick Materials (Y2) - properties of materials	Animals (Y1) - carnivore, herbivore, omnivore Healthy Humans (Y2) - vital organs, nutrition, energy, diet, Dead or Alive (Y2) - food chains, producer, consumer, predator, prey Health and Movement (Y3) - food, diet, nutrition, energy
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<i>Progression standards</i>	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can use results to draw simple conclusions, make predictions for new values, suggest
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	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings 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	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings. 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	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings 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	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases	improvements and raise further questions Can identify differences, similarities or changes related to simple scientific ideas and processes Can use straightforward scientific evidence to answer questions or to support their findings 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
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			Recognise some common conductors and insulators, and associate metals with being good conductors			
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of learning	Forces	Properties and Changes of Materials	Sustainable Cities	Earth and Space	Life Cycles	The Human Life Cycle
<i>Key questions</i>	What are gravity, friction, air resistance and water resistance? Where would we see these in action? How can we use levers and pulleys to enhance the effect of force?	What are some of the properties of materials? What factors and forces can change a material's properties?	How can we design sustainable cities and buildings? What sustainable materials can architects and builders use?	How does the Earth move? How is its movement related to the sun? What are the planets in our solar system? Are the sun and moon planets? What is night, how does it happen? What are the Northern Lights?	What is reproduction? What part does it play in animal life cycles? How do different animals reproduce?	What is the human life cycle? How do humans grow and reproduce?

<i>Knowledge</i>	Know what gravity is and why objects fall towards the centre of the Earth Know the causal link between the mass of an object and the amount of force with which gravity acts on it Know how air resistance affects moving objects i.e. that it slows down objects moving through the air Know that water resistance slows an object moving through water Know what friction is, identify the effects of friction acting between moving surfaces and explain how it can be useful Know how levers and pulleys allow a smaller force to have a greater effect	Know that soluble materials will dissolve in liquid to form a solution Know that some changes to materials are reversible and some are irreversible Know that the changes in the water cycle are reversible Know that some changes caused by heating or cooling form new materials, and these are often irreversible Know that some changes caused by burning form new materials, and these are irreversible Know some of the properties of materials and how these effect their suitability for stated purposes	Know some sustainable forms of energy and heating Know how design can reduce water wastage Know how the aspect of a building can maximise natural light and heat Know that some materials are more sustainable than others and understand the advantages and disadvantages of these	Know that the sun, earth and moon are approximately spherical Know the relative size of the sun, earth and moon, and their relative distance from each other Know that the earth rotates every 24 hours and this means the sun is shining on a different part of the earth during the day Know that when the sun is not shining on part of the earth it is night time Know that the earth orbits the sun and this effects how many hours of sunlight a place gets at different times of the year Know the planets in our solar system and their movement relative to the sun Know that the moon is a natural satellite of the earth and reflects the light of the sun	Know how some flowering plants reproduce sexually through a process called pollination Know that some plants reproduce asexually by reproducing the parent plants Know that animals reproduce sexually through the fertilisation of female cells by male cells Know that fertilisation takes place internally or externally in different animals Know that the life cycles of animals follow the same stages, but each animal has a different lifespan	Know the stages of growth and development in the human life cycle Know the stages in the gestation period of humans Know the stages of development during childhood and understand the needs of children at those stages Know what changes occur inside and outside of the body during puberty and how they differ for boys and girls Know how the body changes during adulthood and old age
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<i>Unit investigation</i>	Investigate the effect of friction on the amount of force needed to pull an object	Investigate what happens to different materials when they are mixed with water			Investigate the reproductive system of plants	
<i>Vocabulary</i>	weight, gravitational, force, pull, Earth's centre, gravity, air resistance, gravity, gravitational force, parachute, sky dive, investigate, water resistance, streamlined, speed, friction, surface, time, high friction, low friction, pulley, belt pulley, lever, fulcrum	material, substance, solution, properties, dissolve, particles, react, soluble, insoluble, reversible, evaporation, filter, sieve, liquid, gas, irreversible, heating, temperature, cooling, water vapour, charcoal, ash, harmful gases, flammable, hazard, flexible, malleable, transparent, translucent, soluble, conductive	lifespan, biodegradable, sustainable, renewable, energy efficient, energy, solar, thermal, grey water, biofuel, heat pump, aspect, insulation, architect, engineer	space, planet, sphere, spherical, diameter, distance, rotate, rotation, shadow, sunrise, sunset, axis, relativity, relative distance, satellite, craters, meteors, emits, illuminated, lunar, lunar cycle, lunar phase	life cycle, reproduction, sexual reproduction, sepal, petal, filament, anther, stigma, style, ovary, carpel, stamen, pollination, genetic, genes, fertilisation, asexual, bulb, tuber, runner, plantlet, clones, genetically identical, parent plant, cutting, sex cell, internal fertilisation, external fertilisation, live offspring, egg, embryo, colonies, nectar, forage, vegetation, breeding season, spawn, gestation period, life expectancy, incubate, metamorphosis, pupa, naturalist, oceanographer,	reproduction, growth, development, life cycle, stage, gestation, infancy, childhood, adolescence, adulthood, old age, fertilisation, embryo, pregnant, puberty, gestation period, foetus, egg cell, reproductive organs, bladder, uterus, womb, ovary, newborn, breastfeed, dependence, independence, toddler, hormones, glands, pituitary gland, testicles, breasts, menstruation, hygiene, balanced diet, healthy lifestyle, emotions, feelings, ageing, deterioration, retirement

<i>Prior learning</i>	Forces and Magnets (Y3) - friction	Everyday Materials (Y1) - metal, wood, plastic Materials (Y2) - properties of materials Light (Y3) - light, sources of light, sun, sun rays, shadows	Everyday Materials (Y1) - metal, wood, plastic Materials (Y2) - properties of materials Light (Y3) - light, sources of light, sun, sun rays, shadows	Reception - earth, moon and sun, the planets Seasons (Y1) - seasons, day length, daylight, shadows Light (Y3) - light, light sources, day, daylight, reflection, shadows	Reception - life cycle of a butterfly Plants (Y1) - parts of a plant, types of plants Animals (Y1) - types of animals Staying Alive (Y2) - life cycles, stages Living Things and their Habitats (Y2) - environment, habitats, conservation Dead or Alive (Y2) - food chains, producer, consumer, predator, prey Plants (Y3) - functions of plant parts, seed dispersal	Animals (Y1) - types of animals, humans Staying Alive (Y2) - life cycles, stages, human life cycle, change over time
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<i>Progression standards</i>	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
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	Identify scientific evidence that has been used to support or refute ideas or arguments Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Identify scientific evidence that has been used to support or refute ideas or arguments 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	Identify scientific evidence that has been used to support or refute ideas or arguments	Identify scientific evidence that has been used to support or refute ideas or arguments Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Identify scientific evidence that has been used to support or refute ideas or arguments Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	Identify scientific evidence that has been used to support or refute ideas or arguments Describe the changes as humans develop to old age
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		materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda				
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of learning	Healthy Bodies	Evolution and Inheritance	Changing Circuits	Seeing Light		Classifying Organisms
<i>Key questions</i>	What is a balanced diet? What happens to our bodies if our diet is not balanced? How does the human circulatory system work? How does exercise affect it? How does it help our muscles work? What are drugs? How do they affect our health?	What does inheritance mean? What do we inherit from our parents? How do organisms adapt their inherited characteristics to survive? What is evolution? What do we mean by natural selection? How do scientists classify organisms? What factors	What is electricity? How has it changed our lives? How do different voltages affect a circuit? How do the components of a circuit function? How do we use circuits in everyday life?	What are shadows and how are they formed? How do we see things? How do our eyes work? How does light reflect and change direction?		How can we group organisms by characteristics? How can we distinguish between organisms with similar characteristics? How can we classify plants according to their characteristics? Who was Carl Linnaeus and how did he classify

		influence evolution? How have humans evolved?				organisms? How can we group micro-organisms?
<i>Knowledge</i>	Know what a balanced diet is and what happens to our bodies if our diet is not balanced Know how the human circulatory system works Know how exercise affects the circulatory system Know how the circulatory system helps our muscles work Knows how some drugs affect our health	Know that living things produce offspring of the same kind, who are not normally identical to their parents Know that animals and plants inherit characteristics from their parents that adapt their bodies to better suit their environment Know that adaptation of animals and plants to suit their environment may lead to evolution Know how living things have evolved over time and that this evolution can be affected by various factors	Know that we can increase output by increasing the voltage of a circuit Know that if we increase the number of output components we will reduce the output Know that we can use symbols to represent the components of circuits	Know that light travels from a source in a straight line and cannot bend or turn around corners Know that if an object blocks the light's path it will form a shadow, not bend around the object Know that we are able to see things because light travels into our eyes which then send signals to the brain Know that we cannot see clearly in the dark because there is less light Know that when light is reflected it changes direction		Know we can classify animals by their physical characteristics Know some common ways we can group animals e.g. vertebrates / invertebrates, mammals / reptiles / birds / fish / amphibians, carnivore / herbivore / omnivore Know we can group animals by their similar characteristics e.g. aquatic / lives on land, no legs / legs Know we can classify plants by their physical characteristics Know some common ways we can group plants e.g. flowering / non-flowering, vascular / non-vascular Know why we use classification systems, to ensure there is a common name for organisms no matter what language we speak

<i>Unit investigation</i>	Investigate the impact of exercise on the human circulatory system		Investigate how the components of a circuit function	Investigate reflections from a variety of surfaces Investigate how shadows behave		Identify and classify organisms in our local area
<i>Vocabulary</i>	nutrition, scurvy, vitamin c, carbohydrates, protein, lipids (fats & oils), minerals, vitamins, dietary fibre, water, carbohydrates, heart, lungs, circulatory system, blood vessels, arteries, veins, pulse/pulse rate, carbon dioxide, oxygen, waste products, inflate, deflate, muscle, contracts, blood, blood vessels, pumps, oxygen, lungs, nutrients, exercise, diet, cardiac muscle, smooth muscle, skeletal muscle, contracts, tendons, addiction, overdose, abuse	offspring, identical, inheritance, characteristics, trait, variation, generation, adapt, environment, inherited, advantageous, disadvantageous, survive, evolution, natural selection, classification, order, suborder, family, species, genetic trait, dominant, mutation, external factors, palaeontology, behaviour, consequence, selective breeding, cross-pollination	electricity, circuit, component, volt, current, insulator, conductor, motor, battery, wires, bulb, switch, series circuit, parallel circuit, brightness, voltage, symbols	light, light source, shadow, reflection, iris, pupil, cornea, lens, retina, sclera, optic nerves		classification, characteristic, organism, insect, mollusc, crustacean, arachnid, echinoderm, annelid, myriapod, aquatic, criteria, vascular, non-vascular, rhizoids, taxonomy, Latin, kingdom, order, genus, species,

<i>Prior learning</i>	Reception - healthy food Healthy Humans (Y2) - organs, blood vessel, nutrition, food groups, balanced diet, exercise Health and Movement (Y3) - skeleton, muscles Eating and Digestion (Y4) - digestive system	Plants (Y1) - parts of a plant, types of plants Animals (Y1) - types of animals Staying Alive (Y2) - life cycles, stages Living Things and their Habitats (Y2) - environment, habitats, adaptation, conservation Dead or Alive (Y2) - food chains, producer, consumer, predator, prey Plants (Y3) - functions of plant parts, seed dispersal Living Things and their Habitats (Y4) - classification, human impact on habitats Life Cycles (Y5) - reproduction, change over time	Circuits and Conductors (Y4) - electricity, energy, circuits, component, switch, current, volt	Seasons (Y1) - seasons, day length, daylight, shadows Light (Y3) - light, light sources, day, daylight, reflection, shadows Earth and Space (Y5) - light, sun, night and day		Plants (Y1) - parts of a plant, types of plants Animals (Y1) - types of animals Living Things and their Habitats (Y2) - environment, habitats, adaptation Plants (Y3) - functions of plant parts, plant reproduction Living Things and their Habitats (Y4) - classification, human impact on habitats The Human Life Cycle (Y5) - reproduction, change over time
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