

	Biology - Animals Including Humans					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy living – what do we need to do to keep our bodies healthy? What foods are good for you? Dental Health Month – how do we keep our teeth healthy?	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 herbivores, carnivores and omnivores. Describe and compare the structure of a variety of common animal – fish, amphibians, reptiles, birds and mammals, including pets. Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe basic needs of animals, including humans, for survival (water, food air). Describe importance for humans of exercise, diet and hygiene.	<u>Musculoskeletal system and nutrition</u> Identify that animals, including humans, need the right types and amount of nutrition and cannot make their own food. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>Digestive system</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Human timeline</u> Describe the changes as humans develop to old age.	<u>Circulatory system</u> Identify and name main parts of human circulatory system. Describe function of heart, blood vessels and blood. Recognise impact of diet exercise drugs and lifestyle on the way their bodies function. Describe ways in which nutrients and water are transported within animals, including humans.
	Biology - Living things and Their Habitats					

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Polar regions - where are they, what are they like and how they differ from Aston Clinton? Learn about the life cycles of farm animals, minibeasts, humans, plants and their life cycles.		Explore and compare the differences between living, dead, and never alive things. Living things live in habitats to which they are suited and describe how different habitats provide for the basic needs and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		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 environment can change and that this can pose dangers to living things.	<u>Lifecycles</u> 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.	<u>Classification of living things</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
	Biology - Plants					

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growing of cress and other plants in exploring time.	Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe basic structure of common flowering plants, including trees	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identify and describe the functions of different parts of flowering plants- roots, stem/trunk, leaves and flowers. Explore 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 water is transported in plants. Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal.	<i>In living things and their habitats- Classify plants Study plants in their habitats.</i>	<i>In living things and their habitats. Describe life processes of reproduction in some plants and animals.</i>	<i>In living things and habitats- describe how living things are classified Evolution and inheritance- identify how plants are adapted to suit their environments.</i>
	Biology – Evolution and Inheritance					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						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.
	Biology - Seasons					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal – what happens in Autumn, Spring and Summer. Use of forest school to make first hand observations	Observe changes across the four seasons Observe and describe weather associated with the seasons and					

	how day length varies.					
	Chemistry - Materials					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigating Ice- how will we save Supertato? What happens to ice when left? Exploring ice outside in winter.	<u>Every day materials</u> 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.	<u>Every day materials</u> 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.	<u>Rocks</u> 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.	<u>States of matter</u> 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	<u>Properties of materials</u> Compare and group together everyday materials on the basis of their properties. 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	
Space Materials – waterproof – Which materials are waterproof? Making predictions and observations.						
Cooking biscuits – observing how the dough changes, making predictions.						

				evaporation with temperature.	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 of acid on bicarbonate of soda.	
	Physics - Forces					

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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. Predict whether two magnets will attract or repel each other,		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.	

			depending on which poles are facing.			
	Physics - Electricity					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				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		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

				lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.		
	Physics - Light					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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.			Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines

			Find patterns in the way that the size of shadows change.			to explain why shadows have the same shape as the objects that cast them.
	Physics - Sound					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				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.		
	Physics - Space					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					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.	

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