



## Trimley St Mary - Science - Progression of Knowledge and Skills

ELG - EYFS Understanding the Warld -	Milestone 1 – Year 1 & 2 By the end of Year 1 pupils should have a basic grasp	Milestone 2 – Year 3 & 4 By the end of Year 3, pupils should have a basic grasp of	Milestone 3 – Year 5 & 6 By the end of Year 5, pupils should have a basic
The World	of all of this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	all of this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	grasp of all of this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.
• Know about similarities	Working Scientifically	Warking Scientifically	Warking Scientifically
and differences in relation	• Ask simple questions.	• Ask relevant questions.	• Plan enquiries, including recognising
to places, objects,	• Observe closely, using simple equipment.	• Set up simple, practical enquiries and	and controlling variables where
materials and living	• Perform simple tests.	comparative and fair tests.	recessary.
things.	• Identify and classify.	• Make accurate measurements using	• Use appropriate techniques, apparatus,
• Talk about the features	• Use observations and ideas to suggest	standard units, using a range of equipment,	and materials during fieldwork and
of their own immediate	answers to questions.	e.g. thermometers and data loggers.	laboratory work.
environment and how	• Gather and record data to help in	• Gather, record, classify and present data in	• Take measurements, using a range of
ervironments might vary	answering questions.	a variety of ways to help in answering	scientific equipment, with increasing
from one another.		questions.	accuracy and precision.
• Make observations of		<ul> <li>Record findings using simple scientific</li> </ul>	• Record data and results of increasing
animals and plants and		language, drawings, labelled diagrams, bar	complexity using scientific diagrams and
explain why some things		charts and tables.	labels, classification keys, tables, bar
occur, and talk about		• Report on findings from enquiries, including	and line graphs, and models.
changes.		oral and written explanations, displays or	<ul> <li>Report findings from enquiries,</li> </ul>
• Look closely at		presentations of results and conclusions.	including oral and written explanations
similarities, differences,		• Use results to draw simple conclusions and	of results, explanations involving causal
patterns and change.		suggest improvements, new questions and	relationships, and conclusions.
		predictions for setting up further tests.	<ul> <li>Present findings in written form,</li> </ul>
		• Identify differences, similarities or changes	displays and other presentations.
		related to simple, scientific ideas and	• Use test results to make predictions to
		processes.	set up further comparative and fair tests.
		• Use straightforward, scientific evidence to	• Use simple models to describe scientific
		answer questions or to support their	ideas, identifying scientific evidence that
		findings.	has been used to support or refute ideas
			or arguments.
	Biology	Biology	Bialagy
	• Identify and name a variety of common	• Identify and describe the functions of	• Relate knowledge of plants to studies
	plants, including garden plants, wild	different parts of flowering plants: roots,	of evolution and inheritance.
	plants and trees and those classified as	sten, leaves and flowers.	• Relate knowledge of plants to studies
	deciduous and evergreen.	• Explore the requirements of plants for life	of all living things.
	• Identify and describe the basic structure	and growth (air, light, water, nutrients from	• Describe the changes as humans
	of a variety of common flowering plants,	soil, and room to grow) and how they vary	develop to old age.
		from plant to plant.	

<ul> <li>bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>bulbs grow into mature plants.</li> <li>of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Identify that humans and some animals</li> </ul>			
<ul> <li>Observe and describe how seeds and hubble spow have nature plants.</li> <li>Fandora that and describe how glants need for planess, including pullination, and and dispersal water, light and a suitable bemperature to graw and stap healty.</li> <li>Identify and name a waitely of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>Identify and name a waitely of common animals (birds, fish, animals, including producers, prebates and animules.</li> <li>Identify and name a waitely of common animals (birds, fish, aniphibians, reptiles, mammals and invertebrates.</li> <li>Identify and name a waitely of common animals (birds, fish, aniphibians, reptiles, mammals and invertebrates.</li> <li>Identify and name a waitely of common animals (birds, fish, aniphibians, reptiles, mammals and invertebrates, including plants, fish, and plants and anowains.</li> <li>Identify and name a waitely of common animals (birds, fish, aniphibians, reptiles, mammals and invertebrates, including plants, fish, and waite are avaited of the degrations.</li> <li>Identify name, fare and and and the stance of the displant terms and their simple functions.</li> <li>Identify name, fare and and and and animals, including humans, fare animals, including humans, fare and that the cascin tereb basic needs of animals, including humans, fare anindis, and hari thare and animals in</li></ul>	including roots, stem/trunk, leaves and	• Investigate the way in which water is	<ul> <li>Identify and name the main parts of</li> </ul>
<ul> <li>builts grow into mature glorits.</li> <li>i dentigh and an a switable temperature to grow and stay healthy.</li> <li>i dentigh and ane a variety of comman animals that are birds, fish, amphibians, and investerbanes.</li> <li>i dentigh and name a variety of comman animals that are carrivares, herbivares and annuks of a compare the structure of a wariety of comman.</li> <li>i dentigh and name a variety of comman animals that are carrivares, herbivares and annuks of a compare the structure of a wariety of comman.</li> <li>i dentigh and name a variety of comman.</li> <li>i dentigh and name a variety of comman animals that are structure of a wariety of comman.</li> <li>i dentigh and name a variety of comman.</li> <li>i dentigh and annue a variety of comman.</li> <li>i dentigh and annue and label the basic reserve.</li> <li>i dentigh and compare the structure of a wariety of the signetize structure of the structure of the structure of a wariety of the structure of the struc</li></ul>	flowers.	transported within plants.	the human circulatory system, and
<ul> <li>Ind ant and describe how plants need is provide information and stay healthy.</li> <li>Identify and name a variety of common animals that as briefs, fash, amphibians, replies, nammals and invertibrates.</li> <li>Identify and name a variety of common animals that as bractures of animals that as bractures of animals induced and into the comparence in the integration and makes in the integration and makes of a single functions of the basis parts of the have and had the basis parts of the have and had the basis need.</li> <li>Identify that most living things into a disc.</li> <li>Identify that most living things liver in habitats.</li> <li>Identify that most living things liver in habitats on diving things and discribe have and a discribe have along the differences and discribe have along the addites.</li> <li>Identify that most living things liver in habitats on and have seeked and that have a suited and discribe have along the differences and discribe have along the differences and discribe have along the differences and that discribe have along the differences and that discribe have along the differences and that have and that discribe have along the differences and that have a suited and discribe have along the differences and the discribe have along the differences and the discribe have along the differences and that have and that discribe have along the differences and that have and that have and animals and plants are different have and animals and plants are different have and and have and andive and animals and</li></ul>	• Observe and describe how seeds and	• Explore the role of flowers in the life cycle	describe the functions of the heart, blood
<ul> <li>Identify and new avariety of common animals that are carrivores, herbivares and animals that are carrivores, herbivares and annivers.</li> <li>Identify and name a variety of common animals (bids, flex, amphibians, reptiles, mannals and the past of the digentity of the didentity of the digentity of the digentity o</li></ul>	bulbs grow into mature plants.	of flowering plants, including pollination,	vessels and blood.
<ul> <li>grow and atoy healthy.</li> <li>Identify and name a wariety of common animals that are bids, fish, amphibians, replies, mammals and invertebrates.</li> <li>Identify and name a wariety of common animals that are carrivarses, herbivarses, and annivarses.</li> <li>Describe and compare the simucture of a wariety of common animals (bids, fish, amphibians, replies, mammals and invertebrates, including pets).</li> <li>Identify name, have the simucture of a wariety of the human hady and say which earse.</li> <li>Notice that animals, including humans, fore off the bady is associated with each earse.</li> <li>Notice that animals, including humans, fore offsport grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (under, foad and in).</li> <li>Describe that animals, for animals, including humans, for survival (under, foad and in).</li> <li>Describe that animals, for animals, including humans, for survival (under, foad and in).</li> <li>Describe that animals offsports of animals, including humans, for survival (under, foad and in).</li> <li>Describe the importance of animals, including humans, for survival (under, foad and in).</li> <li>Describe the importance of animals, including humans, for survival (under, foad and in).</li> <li>Describe the importance of animals, including humans, for survival (under, foad and in).</li> <li>Describe how alignerst habitiste provide afferent hypes of food and hygiene.</li> <li>Ecaptios and compare the differences helween thing thing thing that are dead and that how they depend an animals and plants and have they depend an animals and plants and hava they append animals and plants and have they depend an animals and plants and plants and plants are survivorment in different ways and that adaptation may the basic meeds of different habitats, including materials and plants and plants and plants are survivorment in different ways and that adaptation they depend an animals and plants and plants are plants in their avariety o</li></ul>	• Find out and describe how plants need	seed formation and seed dispersal.	<ul> <li>Recognise the importance of diet,</li> </ul>
<ul> <li>Identify and name a variety of comman animals that are birds, fach, amphibians, animals that are carrivarse.</li> <li>Identify and name a variety of comman animals bud are carrivarse, herbianses and annivarse.</li> <li>Describe and compare the structure of a mannals that are carrivarse, herbianses and annivarse.</li> <li>Describe and compare the structure of a mannals and panes and adaption and movement.</li> <li>Identify name, draw and label the bosic parts of the displice statist of the displic</li></ul>	water, light and a suitable temperature to	• Identify that animals, including humans,	exercise, drugs and lifestyle on the way
<ul> <li>arimals 'hat are birds, fish, 'am'arhibians, reptiles, mammals and invertebrates.</li> <li>Identify and name a wariely of common animals that are carnivares, herbivares, and annivares.</li> <li>Describe and compare the structure of a wariety of common animals (hirds, fich, amphibians, reptiles, mammals and invertebrates, including pats).</li> <li>Identify name, draw and lobel the basic parts of the basic parts of the basic rests.</li> <li>Notice that animals, including humans, for survival (water, food and in).</li> <li>Describe the importance for humans of adults.</li> <li>Investigate and describe the labasic needs of different types of food and haysene.</li> <li>Explore and compare the differences for survivant.</li> <li>Describe the importance for humans of different spes of food and haysene.</li> <li>Explore and use is scipte the importance for humans of adults.</li> <li>Identify that nost living that generation about living things have changed over time and that foossile provide the basic needs of different types of food and haysene.</li> <li>Identify han aneat living that are living thange stat and animals and plants and animals and plants and animals of different types of different the data resided and animals and plants and names and that foossile provide information about living things provide information about living things have changed over time and that foossile provide information about living things that and plants are suide and describe hew utifferent the differences in the data to adults.</li> <li>Identify hand name a variety of plants and animals and plants and animals and plants are suide and animals in their habitats.</li> <li>Describe how animals obtain their food</li> <li>Describe how animals cobtain their food</li> </ul>	grow and stay healthy.	need the right types and amounts of nutrition	the human body functions.
<ul> <li>replike, mannals and invertebrates.</li> <li>Identify and name a variety of common animals that are carrivares, herbivares and annivares.</li> <li>Obscribe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mannals and invertebrates, including humans, of the human bady and say which part of the bady is associated with each sense.</li> <li>Natice that animals, including humans, have siteletons and movement.</li> <li>Describe the bady is associated with each sense.</li> <li>Natice that animals, including humans, have affering which grow into adults.</li> <li>Investigate and describe the basis of animals, including humans, have siteletons and movement.</li> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Intentify and name, for aurival (water, foad and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of exercise that are living that are dad and that have rever been alive addiand that have rever been alive and hat facsib the that adjernet the basis condea the different targe of animals and plants and animals, including micro-habitats.</li> <li>Describe the importance for humans of exercise, eating the right amounts of exercise that living things have adaption about living things have adaption and adapt to their environment in different in many different hings that are living that are between things that are living that are dead and that have never been alive animals and plants and halts, including micro-habitats.</li> <li>Describe the adaption and where dependent an ach athre.</li> <li>Identify han name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals and plants are adaption may lead and that have never been alive.</li> <li>Identify han mane a variety of plants and animals in their habitats, including micr</li></ul>	• Identify and name a variety of common	that they cannot make their own food and	• Describe the ways in which nutrients
<ul> <li>Identify and name a variety of common animals that are canivares, herbivares and annivares, herbivares and annivares, herbivares and annivares.</li> <li>Describe and compare the structure of a supplicitions, reptiles, mammals and that save selectors and muscles for support, protections and muscles for support, protections and muscles for support, protections and a bit.</li> <li>Describe the single functions of the basic means and the basic means and their single functions of the basic means and their single functions.</li> <li>Notice that animals, including humans, have affering unich grow into adults.</li> <li>Investigate and describe the basic means of animals, including humans, for surpoint durater, food and air).</li> <li>Describe the importance for humans of generases between thing that most living things livie in homitist to which they are suited and describe the basic means and that this can sometimes pase dangers to gravital (mather, food and air).</li> <li>Describe the importance for humans of generase and that this can sometimes pase dangers to sufficient types of flood and hygiene.</li> <li>Templore and compare the differences between thing things living things for an and hard solid and that have never been alive.</li> <li>Identify that most living things livie in hobitatis to which they are suited and deaption an each of different kabids provide for animals and plants and plants and plants are and animals including humans, including humans, including humans, for support the solid and animals and plants are and compare the differences between things that and have solid and that have never been alive.</li> <li>Identify that most living things livie in hobitats.</li> <li>Describe how animals and plants and plants are and animals including inco-habitats.</li> <li>Describe how animals and plants and plants are and animals and plants are anois and plants are and animals including humans, fo</li></ul>	animals that are birds, fish, amphibians,	they get nutrition from what they eat.	and water are transported within
<ul> <li>animale that are carnivores, herbivores and annivares.</li> <li>Describe and compare the structure of a marmale factors and muscles for support, amphibians, reptiles, mammals and aniversebrates, including pets).</li> <li>Identify name, draw and label the basic parts of the basic and asy witch part of the bady is associated with each serse.</li> <li>Notice that animals, including humans, have offepring which grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eading the right amounts of different serse.</li> <li>Identify that are living, that are hat and adapt to the</li></ul>	reptiles, mammals and invertebrates.	• Construct and interpret a variety of food	animals, including humans.
<ul> <li>and amivares</li> <li>Describe and campare the structure of a variety of comman animals (birds, fick, amphibians, reptiles, mammals and invertebrates, including petc).</li> <li>Identify mane, draw and label the basic parts of the body is associated with each sense.</li> <li>Notice that animals, including humans, for survival water, foad and air.</li> <li>Describe the importance for humans of animals, including humans, for survival water, foad and air.</li> <li>Describe the importance for humans of different kines of food and hygiene.</li> <li>Explore and compare the differences between things that are living things hare and that foosils.</li> <li>Describe the importance for humans of animals, including humans, for survival water, foad and air.</li> <li>Describe the importance for humans of exercise, eating the right campains and hare solution.</li> <li>Describe the importance for humans of exercise, eating the right campains and hard foosils to which they are suited and that foosils provide information about living things have and that foosils provide information about living things that millions of years ago.</li> <li>Identify har most living things that are living things have and that foosils provide information about living things that are living things are suited and that foosils provide information about living things that are living things that and that foosils provide information about living things that the living things have and that foosils provide information about living things that and that foosils provide information about living things that and adapt to their environment in different and animals in their habitats, including mark and animals in their habitats, including marks and plants are suited and animals in their habitats, including marks and plants and plants and plants and plants are suited and animals in their habitats, including marks and plants and plants and plants and plants and plants and plants are environmene</li></ul>	• Identify and name a variety of common	chains, identifying producers, predators and	<ul> <li>Describe the differences in the life</li> </ul>
<ul> <li>Describe and compare the structure of a variety of common animals (bits, fich, amphibians, replies, mammals and invertebrates, including pets).</li> <li>Identify name, draw and label the basic parts of the body is associated with each sense.</li> <li>Notice that animals, including humans, for survival (mater, food and air).</li> <li>Describe the single including the basic needs of animals, including the anais, for survival (mater, food and air).</li> <li>Describe the single that are living, that are dated and that have never been alive.</li> <li>Identify that are living, that are dated and that have never been alive.</li> <li>Identify how parts and pants and having things that are living, that are dated and that have rever been alive.</li> <li>Identify how parts and pants and pants and pants are dated and that have never been alive.</li> <li>Identify how parts and pants and pants are suited and animals in their habitats provide for animals and plants and plants are dated and animals in their habitats, including micro-habitats.</li> <li>Describe how unimals abtain their food</li> <li>Describe how unimals abtain their food</li> </ul>	animals that are carnivores, herbivores	prey.	cycles of a mammal, an amphibian, an
<ul> <li><i>xariety of common animals (birds, fish, amphibians, replies, mammals and investerates, including pets).</i></li> <li>Identify name, draw and label the basic parts of the human bady and say which part of the body is associated with each sense.</li> <li>Notice that animals, including humans, for survival (water, foad and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of load and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different hubas of animals and plants and animals including things that are living that are to and date the other environment in different ways and that adaptation may lead to and date to their environment in different ways and that adaptation may lead to their environment in different ways and that adaptation may lead to their environment in different ways and that adaptation may lead to a widence from comparative and graines that and have never aliving that are living things live in habitats or which they are suited and describe how different hubas and plants and animals in their habitats, including mincer-habitats.</li> <li>Describe how undifferent so of animals in their habitats, including mincer-habitats.</li> <li>Describe how animals obtain their foad</li> <li>Describe how animals obtain t</li></ul>	and omnivores.	• Identify that humans and some animals	insect and a bird.
<ul> <li>amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>I dentify name, draw and label the basic parts of the human bady and say which part of the hody is associated with each sense.</li> <li>Natice that animals, including humans, have affepring which grow into adults.</li> <li>I hypestigate and describe the basic needs of animals, including humans for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hugiene.</li> <li>Explore and use closelise that living things that are time, indext and that pass that inving things that are time, indext and have never here adive.</li> <li>I dentify that most living things that are timed that have never here adive.</li> <li>I dentify hat most living things that are timed and plants and plants, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Describe how animals obtain their food</li></ul>	• Describe and compare the structure of a	have skeletons and muscles for support,	• Describe the life process of reproduction
<ul> <li>invertebrates, including pets).</li> <li>i. Identify name, draw and label the basic parts of the human bady and say which parts of the human bady and say which parts of the human bady and say which parts of the hady is associated with each sense.</li> <li>Natice that animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and dur).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and huy jene.</li> <li>Identify that most living things live in habitats to which they are suited and describe how animals and plants and plants and animals, including micro-habitats.</li> <li>Identify and name a variety of plants and animals, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Describe how animals obtain their food</li> </ul>	variety of common animals (birds, fish,	protection and movement.	in some plants and animals.
<ul> <li>Identify name, draw and label the basic parts of the human bady and say which part of the bady is associated with each serse.</li> <li>Notice that animals, including humans, have affspring which grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and ari).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different supes of food and hugiere.</li> <li>Identify that most living things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things this in habitats, provide for the basic needs of different kinds of animals and plants and plants are dead and that have never been alive.</li> <li>Identify that most living things there and that fossils provide information about living things that are living that are living that are living there added and that have never been alive.</li> <li>Identify and name a wariety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals, including micro-habitats.</li> <li>Describe how animals obtain their food</li> </ul>	amphibians, reptiles, mammals and	• Describe the simple functions of the basic	<ul> <li>Describe how living things are</li> </ul>
<ul> <li>parts of the human body and say which part of the body is associated with each sense.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiens.</li> <li>Explore and compare the differences between things that are living that are dead and that have never been alive.</li> <li>Identify that most living things inve in habitats and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their faad</li> </ul>	invertebrates, including pets).	parts of the digestive system in humans.	classified into broad groups according
<ul> <li>part of the body is associated with each sense.</li> <li>Notice that animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Explore and that foosils provide fine and that foosils provide information about living things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things that are living things that are living things that are living things that are living that are dead and that have never been alive.</li> <li>Identify that most living things that are living things that and adapt to their environment in different habitats provide for the bosic needs of different habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Recognise that living things that are living, that are dong the how animals and plants are suited and describe how different habitats provide for the bosic needs of different habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Recognise that living things that and adapt to their environment in different mays and animals and plants are suited and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> </ul>	• Identify name, draw and label the basic	• Identify the different types of teeth in	to common observable characteristics.
<ul> <li>sense.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of effect and that animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of effect and that animals and plants and animals, including things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different thatiats provide for the basic needs of different kinds of animals and plants and animals obtain their food</li> </ul>	parts of the human body and say which	humans and their simple functions.	<ul> <li>Give reasons for classifying plants</li> </ul>
<ul> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different kinds of animals and plants and haw they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including nicco-habitats.</li> <li>Describe how animals obtain their food</li> <li>Explore and use classification keys.</li> <li>Recagnise that are vironments can change and that foossils of animals and plants are avariety of plants and animals in their habitats, including nicco-habitats.</li> <li>Describe how animals obtain their food</li> <li>Explore and use classification keys.</li> <li>Explore and use classification keys.</li> <li>Explore and use classification keys.</li> <li>Explore and use classification their food</li> <li>Explore and use classification their food</li> <li>Explore and use classification keys.</li> <li>Explore and use classification their food</li> <li>Explore and use classification their food</li> <li>Explore and use classification their food</li> <li>Explore and use classification keys.</li> <li>Explore and use classification their food</li> <li>Explore and use cla</li></ul>	part of the body is associated with each	• Recognise that living things can be grouped	and animals based on specific
<ul> <li>have affspring which grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different kinds of animals and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> </ul>	sense.	in a variety of ways.	characteristics.
<ul> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hugiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different kinds of animals and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals, including minoro-habitats.</li> <li>Describe how animals obtain their food</li> </ul>	<ul> <li>Notice that animals, including humans,</li> </ul>	• Explore and use classification keys.	<ul> <li>Recognise that living things have</li> </ul>
<ul> <li>of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>I dentify that most living things that are diverses the basic needs of different kinds of animals and plants and plants are basic needs of different kinds of animals and plants and plants and plants and plants are availed to switch they are suited and no each other.</li> <li>I dentify and name a variety of plants and animals, including micro-habitats.</li> <li>Describe how animals obtain their food</li> </ul>	have offspring which grow into adults.	• Recognise that environments can change	changed over time and that fossils
<ul> <li>survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for animals and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals in their habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals in their habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals in their habitats.</li> <li>Describe how animals obtain their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals in their food</li> <li>Identify and name a variety of plants and animals and plants are solution.</li> <li>Identify and name a variety of plants and animals and plants ane solution.</li> </ul>	• Investigate and describe the basic needs	and that this can sometimes pose dangers to	provide information about living things
<ul> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dad and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different kinds of arimals and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>humans, resemble their parents in many features.</li> <li>humans, resemble their parents in many features.</li> <li>Recognise that living things have changed over time and that fossils provide in habitats to which they are suited and describe how different kinds of arimals and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>humans, resemble their parents in many features.</li> <li>Humans, resemble their parents in many features.</li> <li>Recognise that living things have changed over time and that fossils provide in how they depend on each other.</li> <li>Describe how animals obtain their food</li> </ul>	of animals, including humans, for	specific habitats.	that inhabited the Earth millions of
<ul> <li>exercise, eating the right amounts of different types of food and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>I dentify 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 ather.</li> <li>I dentify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>features.</li> <li>geatures.</li> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>I dentify how animals and plants are suited and dapt to their environment in different ways and that adaptation may lead to evolution.</li> <li>Compare and group together everyday materials based on evidence from comparative and fair tests, including their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> </ul>	survival (water, food and air).	• Identify how plants and animals, including	years ago.
<ul> <li>different types of food and hygiene.</li> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for animals and plants are datapt to their environment in different animals and plants and hour they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Recognise that living things have changed over time and that fossils provide the formation about living things that inhabited the Earth millions of years ago.</li> <li>Identify how animals and plants are suited to and adapt to their environment in different ways.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Recognise that living things have changed over time and that fossils provide the basic needs of different kinds of animals and plants are availed of exercise and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Recognise that living things have changed over time and that fossils provide the basic needs of different kinds of animals and plants are availed of exercise and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Recognise that living things have changed over time and that fossils provide the basic needs of different kinds of animals and plants, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Recognise that living things have changed information about living things that are available to and adapt to their environment in different ways.</li> <li>Recognise that living things have changed information about living things that the plants and animals in their habitats, in</li></ul>	• Describe the importance for humans of		<ul> <li>Recognise that living things produce</li> </ul>
<ul> <li>Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Identify how animals and plants are suited to and adapt to their environment in different ways and that adaptation may lead to evolution.</li> <li>Compare and group together everyday materials based on evidence from comparative and fair tests, including their habitats.</li> <li>Understand how some materials will dissolve in liquid to form a solution</li> </ul>	exercise, eating the right amounts of	features.	offspring of the same kind, but normally
<ul> <li>between things that are living, that are dead and that have never been alive.</li> <li>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 plants and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>information about living things that inhabited the Earth millions of years ago.</li> <li>Identify how animals and plants are suited to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</li> <li>Understand how some materials will dissolve in liquid to form a solution</li> </ul>		• Recognise that living things have changed	offspring vary and are not identical to
<ul> <li>dead and that have never been alive.</li> <li>I dentify 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.</li> <li>I dentify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food</li> </ul>		over time and that fossils provide	their parents.
<ul> <li>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 group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</li> <li>Describe how animals obtain their food</li> </ul>			
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<ul> <li>micro-habitats.</li> <li>Describe how animals obtain their food</li> <li>Understand how some materials will dissolve in liquid to form a solution</li> </ul>			(electrical and thermal), and response to
• Describe how animals obtain their food dissolve in liquid to form a solution			
from plants and other animals, using the	5		dissolve in liquid to form a solution
	from plants and other animals, using the		

idea of a simple food chain, and identify		and describe how to recover a substance
and name different sources of food.		from a solution.
• Identify how humans resemble their		• Use knowledge of solids, liquids and
parents in many features		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
		charges.
		• 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, oxidisation and the action
		of acid on bicarbonate of soda.
Chemistry	Chemistry	Chemistry
. • Distinguish between an object and the	• Compare and group together different kinds	• Describe magnets as having two poles.
material from which it is made.	of rocks on the basis of their simple,	• Predict whether two magnets will attract
• Identify and name a variety of everyday	physical properties.	or repel each other, depending on which
materials, including wood, plastic, glass,	• Relate the simple physical properties of	poles are facing.
metal, water and rock.	some rocks to their formation (igneous or	
• Describe the simple physical properties of	sedimentary).	
a variety of everyday materials.	• Describe in simple terms how fossils are	
• Compare and group together a variety of	formed when things that have lived are	
everyday materials on the basis of their	trapped within sedimentary rock.	
simple physical properties.	<ul> <li>Recognise that soils are made from rocks</li> </ul>	
• Find out how the shapes of solid objects	and organic matter	
made from some materials can be changed		
by squashing, bending, twisting and		
stretching.		
• Identify and compare the suitability of a		
variety of everyday materials, including		
wood, metal, plastic, glass, brick/rock,		
and paper/cardboard for particular uses.		
Physics	Physics	Physics
• Notice and describe how things move,	• Compare and group materials together,	• Explain that unsupported objects fall
using simple comparisons such as faster	according to whether they are solids, liquids	towards the Earth because of the force
and slower.	or gases.	of gravity acting between the Earth and
• Compare how different things move.	~	the falling object.

Charmen and name a consister of sources	Observe that some materials shares state	I dentify the effect of dama former out
Observe and name a variety of sources	• Observe that some materials change state	• Identify the effect of drag forces, such
of light, including electric lights, flames	when they are heated or cooled, and measure	as air resistance, water resistance and
and the Sun, explaining that we see things	the temperature at which this happens in	friction that act between moving
because light travels from them to our	degrees Celsius (°C), building on their	surfaces.
eyes.	teaching in mathematics.	• Describe, in terms of drag forces, why
• Observe and name a variety of sources	• Identify the part played by evaporation and	moving objects that are not driven tend
of sound, noticing that we hear with our	condensation in the water cycle and	to slow down.
ears.	associate the rate of evaporation with	• Understand that force and motion can
<ul> <li>Identify common appliances that run on</li> </ul>	temperature.	be transferred through mechanical
electricity.	• Compare how things move on different	devices such as gears, pulleys, levers
<ul> <li>Construct a simple series electrical</li> </ul>	surfaces.	and springs.
circuit.	• Notice that some forces need contact	• Understand that some mechanisms
• Observe the apparent movement of the	between two objects, but magnetic forces can act at a distance.	including levers, pulleys and gears,
Sun during the day.		allow a smaller force to have a greater
<ul> <li>Observe changes across the four seasons.</li> </ul>	• Observe how magnets attract or repel each other and attract some materials and not	effect. • Understand that light appears to travel
Observe and describe weather associated	others.	in straight lines.
with the seasons and how day length	Campare and group together a variety of	<ul> <li>Use the idea that light travels in</li> </ul>
naries.	everyday materials on the basis of whether	straight lines to explain that objects are
	they are attracted to a magnet, and identify	seen because they give out or reflect
	some magnetic materials.	light into the eyes.
	• Describe magnets as having two poles.	• Use the idea that light travels in
	• Predict whether two magnets will attract or	straight lines to explain why shadows
	repel each other, depending on which poles	have the same shape as the objects that
	are facing.	cast them, and to predict the size of
	• Recognise that they need light in order to	shadows when the position of the light
	see things and that dark is the absence of	source changes.
	light.	• Explain that we see things because
	• Notice that light is reflected from surfaces.	light travels from light sources to our
	• Recognise that light from the sun can be	eyes or from light sources to objects
	dangerous and that there are ways to protect	and then to our eyes.
	their eyes.	• Find patterns between the pitch of a
	• Recognise that shadows are formed when	sound and features of the object that
	the light from a light source is blocked by a	produced it.
	solid object.	• Find patterns between the volume of a
	• Find patterns in the way that the size of	sound and the strength of the vibrations
	shadows change. Identify how sounds are	that produced it.
	made, associating some of them with	• Recognise that sounds get fainter as
	something vibrating.	the distance from the sound source
	<ul> <li>Recognise that vibrations from sounds</li> </ul>	increases.
	travel through a medium to the ear.	• Associate the brightness of a lamp or
	<ul> <li>Identify common appliances that run on</li> </ul>	the volume of a buzzer with the number
	electricity.	and voltage of cells used in the circuit.

• Construct a simple series electrical circuit,	• Compare and give reasons for
identifying and naming its basic parts,	variations in how components function,
including cells, wires, bulbs, switches and	including the brightness of bulbs, the
buzzers.	loudness of buzzers and the on/off
• Identify whether or not a lamp will light in	position of switches.
a simple series circuit, based on whether or	• Use recognised symbols when
not the lamp is part of a complete loop with	representing a simple circuit in a
a battery.	diagram.
• Recognise that a switch opens and closes	• Describe the movement of the Earth,
a circuit and associate this with whether or	and other planets, relative to the Sun in
not a lamp lights in a simple series circuit.	the solar system.
• Recognise some common conductors and	• Describe the movement of the Moon
insulators, and associate metals with being	relative to the Earth.
good conductors.	• Describe the Sun, Earth and Moon as
• Describe the movement of the Earth relative	approximately spherical bodies.
to the Sun in the solar system.	• Use the idea of the Earth's rotation to
• Describe the movement of the Moon relative	explain day and right and the apparent
to the Earth.	movement of the sun across the sky.

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