

Year 1	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



MATERIALS - YEAR 2

object material wood plastic glass metal water rock brick paper fabrics elastic foil card/cardboard rubber wool clay	hard soft stretchy stiff bendy/floppy waterproof absorbent breaks/tears rough smooth shiny dull see through not see through	suitable/unsuitable use/useful object material property wood plastic glass metal water rock brick paper fabrics elastic foil card/cardboard rubber wool clay hard soft stretchy rigid flexible	waterproof absorbent strong/weak rough smooth reflective non reflective transparent opaque translucent shape changed push/pushing pull/pulling twist/twisting squash/squashing bend/bending stretch/stretching pinch/pinching poke/poking roll/rolling squeeze/squeezing	rock stone pebble boulder soil fossils grains crystals hard/soft texture absorb water let water through marble chalk granite sandstone slate sandy soil clay soil chalky soil peat	states of matter solid liquid gas air oxygen powder grain/granular crystals change state ice/water/steam water vapour heated/heating cooled/cooling temperature degrees Celsius melt freeze solidify melting point molten boil boiling point Evaporate evaporation	Condense condensation water cycle precipitation transpiration	dissolve solution soluble insoluble solute solvent particle mix/mixture filtering sieving evaporating residue condensing reversible changes burning gas given off rusting solubility electrical conductivity thermal conductivity
--	---	--	---	--	--	---	--

ANIMALS INCLUDING HUMANS – YEAR 2



Year 1

- 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).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

names of common animals
 names of common animals (eat other animals)
 names of common animals (eat plants)
 names of common animals (eat plants and animals)
 wild animals
 pets
 body
 head
 neck
 arms
 elbows
 legs
 knees
 face
 ears
 eyes
 eyebrows
 eyelashes
 nose
 hair
 mouth
 teeth
 tongue
 feet

toes
 fingers
 nails
 ankle
 calf
 thigh
 hips
 waist
 trunk
 chest
 shoulders
 back
 hands
 wrist
 tail
 wing
 claw
 fin
 scales
 feathers
 fur
 beak
 senses
 hear/hearing
 see/seeing
 touch/touching
 smell/smelling
 taste/tasting
 rough/smooth
 bright/dim
 loud/quiet
 high/low
 Repeating-continuous (sound)

Adult vocab: fish, amphibians
 Reptiles, birds., mammals,
 carnivores, herbivores,
 omnivores

Year 2

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

offspring
 babies
 young
 grow
 change
 adults
 older/younger
 baby/toddler/child/teenager
 basic needs
 water
 food
 air
 breathing
 survival
 exercise

food types
 fruit and vegetable
 bread, rice, potato, pasta
 milk and dairy foods
 foods high in fat or sugar
 meat, fish, egg, beans
 hygiene
 clean
 wash
 healthy
 medicine
 drugs

Will be introduced to nutrition and nutrients in year 3 so avoid protein, carbohydrates etc

Year 3

- 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.

nutrition
 nutrients
 food types
 fruit and vegetable
 bread, rice, potato, pasta
 milk and dairy foods
 foods high in fat or sugar
 meat, fish, egg, beans
 carbohydrates
 protein
 vitamins and mineral
 fat
 dietary fibre
 water
 balanced diet

skeleton
 muscles
 support
 protection
 movement
 skull
 ribs
 spine/vertebra
 joints
 sockets
 bones
 tendons
 vertebrate/invertebrate

Year 4/5/6

- **Y4**
 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.
- **Y5**
 • Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)
 • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
- **Y6**
 • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
 • Describe the ways in which nutrients and water are transported within animals, including humans. • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)

Living Things & their Habitats – YEAR 2



Year 1	Year 2		Year 4/5/6	
<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Animals including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Animals, including humans) Observe changes across the four seasons. (Seasonal change) 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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 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. Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans) 		<p>Y4</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans) <p>Y5</p> <ul style="list-style-type: none"> 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. <p>Y6</p> <ul style="list-style-type: none"> 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. 	
<p>Living Things and Habitats not a unit in Y1, however the above objectives from other units do relate.</p> <p>See Vocab from those units.</p>	<p>living dead never been alive move grow feed Have offspring, young, babies</p> <p>name local habitats e.g. a pond e.g. a woodland e.g. a meadow</p>	<p>name micro-habitats e.g. under log e.g. on stony path e.g. under bushes damp/wet/dry dark/light hot/warm/cool/cold use comparatives e.g. hotter</p> <p>suited/suitable basic needs depend food food chain</p>	<p>classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrates</p>	<p>organism micro-organisms fungus mushrooms arachnid mollusc insect crustacean</p>



PLANTS – YEAR 2

Year 1	Year 2	Year 3	
<ul style="list-style-type: none"> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
names of locally found wild plants names of locally found garden plants names of locally found flowering plants names of locally found trees leaf/leaves flower blossom petal fruit berry root bulb seed trunk branch stem bark stalk vegetable	seeds bulbs fully grown water light damp/wet/dry dark/light hot/warm/cool/cold grow/growth healthy shoot seedling germinate wither/limp die dry/crispy soil earth use comparatives e.g. hotter	part role leaf/leaves flower blossom petal fruit berry root bulb seed trunk branch stem bark stalk water light air nutrients soil fertiliser	damp/wet/dry dark/light hot/warm/cool/cold use comparatives e.g. hotter grow/growth healthy transported life cycle pollination seed formation seed dispersal