

Year	Reception	1	2
Content	Understanding the natural world ELG: The Natural World	Humans (body parts and senses) Everyday materials Animals Plants (observe and identify in local environment)	Animals (living things and their habitats) Animals (survival and growth) Uses of everyday materials Plants (growth) Humans (health and growth)
Key learning progression	<ul style="list-style-type: none"> Explore the natural world around them e.g. leaves: sort by shape/size, begin to identify some local tree species (collect them from the school grounds) <i>Vocab: leaves, trees, nature, natural, sort, identify, name</i> Describe what they see, hear and feel whilst outside e.g. leaf shape, size & colour <i>Vocab: senses, see, hear, feel, taste, smell</i> Understand the effect of changing seasons on the natural world around them e.g. Autumn into Winter <i>Vocab: seasons, summer, autumn, winter, spring, changes, shorter days, darker, leaves falling</i> Observe / talk about changing seasons , including changes in autumn <i>Vocab: weather, rain, snow, ice, cold</i> Begin to find out about plants and animals in contrasting natural environments (survey of plants and animals they can find on the school grounds and link to where elephants live- are they the same or different plants and animals?) <i>Vocab: plants, animals, live</i> Begin to understand some important process and changes in the natural world around them, including states of matter e.g. How long will it take the ice to melt? <i>Vocab: melt, ice, water, heat, warm, cold</i> Explore the natural world around them (observing the trees and animals on our school grounds compared to autumn. <i>Vocab: spring, blossom, buds, new life, growth</i> Describe what they see, hear and feel whilst outside and talk about the different parts of the body linked with each sense. <i>Vocab: as in autumn and nose, ears, eyes, tongue, skin</i> Understand the effect of changing seasons on the natural world around them e.g. observing a puddle evaporating throughout the day <i>Vocab: rain, sun, wet, dry</i> Understand some important processes in the natural world around them e.g. life cycles, including plant growth (life cycle of a frog/ butterfly or grow your own beanstalk-linked to Lit text) <i>Vocab: grow, change, frog spawn, tadpole, froglet, frog, caterpillar, cocoon, chrysalis, butterfly</i> Use language to compare and order different materials. <i>Vocab: wood, plastic, metal, glass, fabric, hard, strong, soft</i> Understand some important processes e.g. how the direction of an object can be changed when pushed or pulled. (compare which surface is best for pushing the pram/ car along or which ball they can push the furthest) <i>Vocab: push, pull, change, surface, rough,</i> 	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 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 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 observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 	<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 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 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 observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

	<p><i>smooth</i></p> <ul style="list-style-type: none">• Begin to make observations and draw diagrams of plants or animals. (draw the life cycles mentioned above) <i>Vocab: observe, changes, time</i>• Explore the natural world around them, making observations and drawing pictures of animals and plants (bug hunt in the school grounds, counting how many and drawing their findings) <i>Vocab: names of bugs they see, habitat</i>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (compare above to animals found at the beach/ ocean) <i>Vocab: names of plants and animals they will find at the beach</i>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter e.g. begin to develop an understanding of light and heat/ colour and shadow. (Measure shadows and how they change, create shadows using their body and other objects- How does the shadow change throughout the day? Can I create a shadow?) <i>Vocab: light, sun, shade, shadow, clouds</i>• Understand what some different parts of animals are used for (link to Lit texts and sea creatures) <i>Vocab: tail, fin, gills, beak, tusk, blubber, shell</i>• Understand the need to care and respect for the natural environment and all living things. (link to Lit text) <i>Vocab: environment, recycle, litter, extinct,</i>• Explore and talk about a variety of animal habitats and what animals need to survive. (link to Lit text) <i>Vocab: habitats, cold, hot, snow, ice, water, warm, food, shelter</i>• Begin to identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. (materials hunt in the classroom and around school) <i>Vocab: materials mentioned</i>• Begin to understand some important processes e.g. objects that float or sink (the best shape or material to create a boat) <i>Vocab: float, sink, heavy, light, top, bottom, surface</i>		
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Year	3	4	5	6
Content	Forces and magnets Plants Animals including humans Rocks Light	States of matter Animals including humans Living things in their habitat Sound Electricity	Living things and their habitats Animals, including humans Properties and changes of materials Earth and space Forces	Electricity Living things and their habitats Animals including humans Evolution and inheritance Light
Key learning progression	<ul style="list-style-type: none">• compare how things move on different surfaces• notice that some forces need contact between 2 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 2 poles• predict whether 2 magnets will attract or repel each other, depending on which poles are facing• 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• 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• 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• 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	<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• 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• describe the simple functions of the basic parts of the digestive system in humans• 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	<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• describe the changes as humans develop to old age• 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• 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• 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	<ul style="list-style-type: none">• 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 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• give reasons for classifying plants and animals based on specific characteristics• 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• 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• 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

				<ul style="list-style-type: none">• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution• 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 to explain why shadows have the same shape as the objects that cast them
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