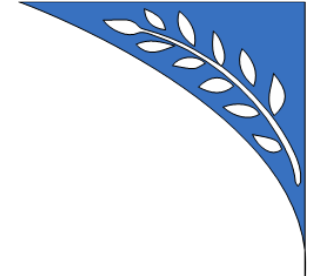
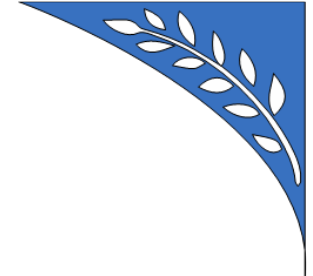


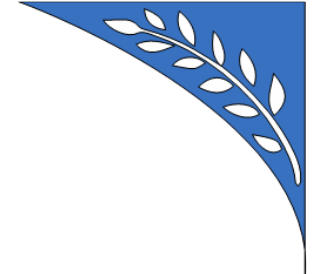
EYFS	<p>Plants</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Identify similarities and differences in relation of living things.</p>	<p>Animals (including humans)</p> <p>Understand the life cycle of a human.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Identify similarities and differences in relation to materials.</p>	<p>Everyday Materials</p> <p>Identify similarities and differences in relation to materials.</p>		
1	<p>Plants</p> <p>*Identify and name a variety of common and wild garden plants, including deciduous and evergreen trees</p> <p>*Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Animals Inc Humans</p> <p>*identify and name a variety of common animals including fish, amphibian, reptiles, birds and mammals</p> <p>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Everyday materials</p> <p>*distinguish between an object and the material from which it was made</p> <p>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>*describe the simple physical properties of a</p>	<p>Seasonal Changes</p> <p>*observe changes across the four seasons</p> <p>*observe and describe weather associated with the seasons</p>	



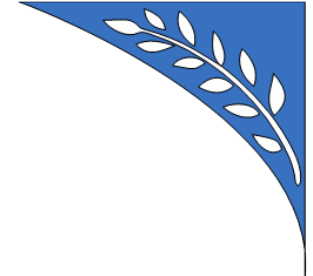
		<p>*describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>*identify, name, draw and label the basic parts of the human body and say which part is associated with each sense</p>	<p>variety of everyday materials</p> <p>*compare and group together a variety of everyday materials on the basis of their simple physical properties</p>		
2	<p>Living Things and Their Habitats</p> <p>*explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>*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</p>	<p>Plants</p> <p>*observe and describe how seeds grow</p> <p>*find out and describe how plants need water, light and a suitable temperature to stay healthy</p>	<p>Animals including Humans</p> <p>*Notice that animals, including humans, have offspring which grow into adults</p> <p>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>*describe the importance for humans of exercise, eating the right amounts of</p>	<p>Uses of everyday materials</p> <p>*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	



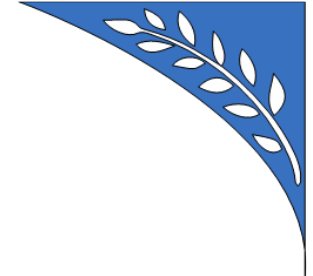
	<p>of animals and plants, and how they depend on each other</p> <p>*identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>*describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and name different sources of food</p>		<p>different types of food, and hygiene</p>		
3	<p>Plants</p> <p>*identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>*explore the requirements of plants</p>	<p>Animals inc Humans</p> <p>*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</p>	<p>Rocks</p> <p>*compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>*describe in simple terms how fossils are formed when</p>	<p>Light</p> <p>*recognise that they need light in order to see things and that dark is the absence of light</p> <p>*notice that light is reflected from surfaces</p>	<p>Forces and Magnets</p> <p>*compare how things move on different surfaces</p> <p>*notice that some forces need contact between two objects, but magnetic forces can act at a distance</p>



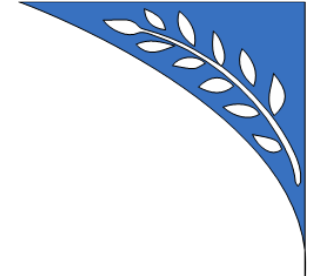
	<p>for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>*investigate how water is transported within plants</p> <p>*explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>*identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>things that have lived are trapped within rock</p> <p>*recognise that soils are made from rocks and organic matter</p>	<p>*recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>*recognise that shadows are formed when the light from a source is blocked by an opaque object</p> <p>*find patterns in the way that the size of shadows change</p>	<p>*observe how magnets attract or repel each other and attract some materials but not others</p> <p>*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</p> <p>*describe magnets as having two poles</p> <p>*predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>
4	<p>Living things and their habitats</p> <p>*recognise that living things can be grouped in a variety of ways</p>	<p>Animals inc Humans</p> <p>*describe the simple functions of the basic parts of the digestive system in humans</p>	<p>States of matter</p> <p>*compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>Sound</p> <p>*identify how sounds are made, associating some of them with something vibrating</p>	<p>Electricity</p> <p>*identify common appliances that run on electricity</p>



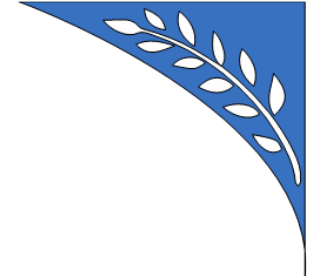
	<p>*explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>*recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>*identify the different types of teeth in humans and their simple functions</p> <p>*construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>*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</p> <p>*identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>*recognise that vibrations from sounds travel through a medium to the ear</p> <p>*find patterns between the pitch of a sound and features of the object that produced it</p> <p>*find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>*recognise that sounds get fainter as the distance from the sound source increases</p>	<p>*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>*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</p> <p>*recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>*recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>*</p> <p>*identify</p>
5	Living Things and their Habitats	Animals inc Humans	Properties and Changes of materials	Earth and Space	Forces



	<p>*describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>*describe the life processes of reproduction in some plants and animals</p>	<p>*describe the changes as humans develop to old age</p>	<p>*compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets</p> <p>*know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from solution.</p> <p>*use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>*give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p>	<p>*describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>*describe the movement of the moon relative to the Earth</p> <p>*describe the sun, Earth, and moon as approximately spherical bodies</p> <p>*use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>*explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the fallen object</p> <p>*identify the effects of air resistance, water resistance, and friction that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect</p>
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			<p>materials, including metals, wood and plastic</p> <p>*demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>*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</p>		
6	<p>Living things and their habitats</p> <p>*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-</p>	<p>Animals Inc Humans</p> <p>*identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>*recognise the impact of diet, exercise, drugs and</p>	<p>Evolution and Inheritance</p> <p>*recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>*recognise that living things produce offspring of the same kind, but normally</p>	<p>Light</p> <p>*recognise that light appears to travel in straight lines</p> <p>*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</p>	<p>Electricity</p> <p>*associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>*compare and give reasons for variations in how components function, including the brightness of</p>



	<p>organisms, plants and animals</p> <p>*give reasons for classifying plants and animals</p>	<p>lifestyle on the way our bodies function</p> <p>*describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>offspring vary and are not identical to their parents</p> <p>*identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to survival</p>	<p>*explain that we see things because light travels from light sources to our eyes of from light sources to objects and then to our eyes</p> <p>*use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>bulbs, the loudness of buzzers and the on/off position of switches</p> <p>*use recognised symbols when representing a simple circuit in a diagram</p>
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