



Year Group Progression	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
EYFS	Key Knowledge themes	Harvest Festival, Seasonal changes, New life (plants and animals), Animals and their habitats, Sport, My family, Local area, Foods and their origins, Exploring materials, Climate change, Electricity and forms of technology, Growing up and moving on, Hygiene and hand washing.					
	Key skills	Explore the natural world around them. Describe what they can see, hear, and feel. Understand the effects of the changing seasons on the natural world around them. Talk about members of their family and community. Recognise similarities and differences between life in this country and others. Know and talk about the factors that support their health and well being (healthy eating, physical activity, tooth brushing, screen time, sleep, being safe near roads)					
Year 1	Topic/Focus	Plants	Animals, including humans	Animals, including humans	Plants	Everyday materials	Seasonal Changes
	Key knowledge	Common plants - oak tree, beech tree, daisies, dandelions, buttercups, nettles and clover Parts of plants - roots, stem, leaves, flower, trunk, bark Trees - deciduous and evergreen	Five senses – see, hear, touch, smell, taste Human body parts – nose, ear, eye, face, leg, foot, ankle, knee, toe, arm, hand, finger, thumb, head, neck, elbow, hair, tongue	Common animals – from the following vertebrate groups: fish, reptile, amphibian, bird, mammal Features of different common animals – carnivore, omnivore, herbivore, feathers, scales, fur, hair, habitat, pets, wild, rough, smooth	Common plants - oak tree, beech tree, daisies, dandelions, buttercups, nettles and clover Parts of plants - roots, stem, leaves, flower, trunk, bark Trees - deciduous and evergreen	Everyday materials - materials; properties; brick; wood; plastic; metal; fabric; wool; foil; elastic; man made; natural; object. Properties of materials - hard; soft; stretchy; elastic; stiff; shiny; dull; rough; smooth; bendy; not bendy; flexible; solid; liquid; waterproof; absorbent; not absorbent;	Seasons – Autumn, Winter, Spring, Summer Weather – sun, rain, wind, snow, hail, cloud, partly cloudy, temperature, fog, ice, frost, cool, warm, blizzard, sleet, mist, thunder, lightning
	Key skills	Classify plants using charts Observe changes in plants over time Research common wild and garden plants.	Identify senses and associated body parts Explore how senses are heightened when one is removed.	Compare animals according to their diet Explain the differences between carnivores, herbivores and omnivores.	Observe changes in plants over time.	Explain what materials objects are made from. Compare everyday materials Group everyday materials using their properties.	Observe and describe the four seasons and plants during the four seasons. Observe the change in daylight hours. Observe and describe the weather.
Year 2	Topic/Focus	Living Things and their habitats	Plants	Use of everyday materials	Plants	Animals, including humans	Plants
	Key knowledge	Plants and animals in their habitats , including those in microhabitats Producers and prey in food chains	Life cycle of a plant – germination, growth, flowering, seed production	Everyday materials – metal, plastic, wood, paper, glass, clay, rock, fabric, sand Properties of materials – hard, soft, rough, smooth, shiny, dull, bendy, waterproof, absorbent, non-absorbent, strong, weak, magnetic, non-magnetic, transparent, opaque, translucent How the shape of materials can be changed – bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil	Life cycle of a plant – germination, growth, flowering, seed production	Life cycles of common animals – Human - parent, baby, toddler, child, teenager, adult, mature, elderly, Chicken - egg, chick, chicken Butterfly - egg, caterpillar, pupa, butterfly Frog - spawn, tadpole, frog Sheep - lamb, sheep Balanced diet - food plate/pyramid, proteins, fats, carbohydrates, fibre, minerals, vitamins, sugary foods, dairy foods, energy,	Life cycle of a plant – germination, growth, flowering, seed production



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						taste, sweet, sour, salty Basic needs for survival – water; air; oxygen, food, safety; habitat	
	Key skills	Compare and classify things that are living, dead, and those that have never been alive Explain how animals are suited to their habitats Describe how animals in the same habitat depend on each other for survival	Identify and describe the conditions needed for a plant to grow and be healthy	Compare how suitable some everyday materials are for different uses Explore how the shape of materials can be changed	Identify and describe the conditions needed for a plant to grow and be healthy	Compare the lifecycles of common animals Explain the importance of exercise to keep a healthy lifestyle Explain the impact of poor hygiene – germs, bacteria, diseases, bugs, infection	Identify and describe the conditions needed for a plant to grow and be healthy Observe and compare plants across the seasons
Year 3	Topic/Focus	Plants	Animals, including humans	Light	Rocks	Forces and magnets	
	Key knowledge	Function of parts of a plant - Roots and stem (nutrition and support), leaves (nutrition) and flowers (reproduction) Water transportation around plant Pollination Fertilisation	Food groups - protein (food for growth), fats & carbohydrates (foods for activity), vitamins, minerals and fibre (foods for health) Skeleton – vertebrate, vertebrae, invertebrate, ribs, skull, bones, spine, joints, femur, patella, tibia, fibula, radius, ulna, digits, tarsals, humerus, clavicle, scapula, skull, spine Skeleton and muscle function – support, protection, structure, movement	How we see - they need light in order to see things and that dark is the absence of light How light is reflected on different surfaces –reflect, reflective reflection, surface	Names of rocks – igneous, metamorphic, sedimentary, sandstone, granite, marble, limestone, flint, slate, chalk Properties of rocks – grain, crystal, particle, permeable, impermeable, porous Types of soil – texture, sand, gravel, clay	Forces in everyday life – push, pull, friction Contact - some forces need contact between two objects, but magnetic forces can act at a distance Magnets – magnetic, non-magnetic, North pole, South pole, repel, attract	
	Key skills	Explore different methods of seed dispersal Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) Research the way in which water is transported within plants	Create balanced meals Compare and contrast the diets of different animals Group animals according to their skeletons	Explain how to protect your eyes Observe and explore how shadows are made Compare shadows made with different objects (opaque, translucent, transparent) Find patterns for how the size of shadows can change	Compare properties of a range of rocks Observe how rocks have changed over time Compare types of soil Explain how fossils are formed	Compare how objects move on different surfaces Observe how magnets attract or repel one another, and which materials they attract Observe and group materials based on whether they are attracted to magnets	



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		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	
Year 4	Topic/Focus	Living things and their habitats		Animals, including humans		Sound	Electricity	States of Matter
	Key knowledge	<p>Animal groups – vertebrates, invertebrates, exoskeleton, endoskeleton, mammals, reptiles, amphibians, birds, fish, snails, slugs, worms, spiders, insects</p> <p>Plant groups - flowering plants, non-flowering plants</p> <p>Changes to environments - eco-system, pollution, damage, deforestation, global warming, floods, litter, drought</p>		<p>Function of the main organs of digestive system – stomach, small intestine, large intestine</p> <p>Different types of teeth – incisor, molar, pre-molar, canine, biting, holding, tearing, grinding, root, gum, jaw bone, tooth decay, plaque, enamel, dentine, pulp</p> <p>Food chain – predator, prey, producer, consumer, food webs, predator, photosynthesis, decompose, scavenger</p>		<p>Parts of the ear and their functions - outer ear, auditory canal, ear drum, cochlea, auditory nerve</p> <p>How sounds are made – vibrations</p>	<p>Identify appliances which run on electricity -battery or mains powered, device, plug.</p> <p>How to stay safe around electricity – electrical safety, electrocute, current, voltage, open/closed switch</p> <p>Working circuits - complete circuit, component, cell, battery, positive, negative, connect/connections, short circuit, crocodile clip, switch, bulb, buzzer, motor, conductor, insulator, metal, non-metal</p> <p>Identify conductors and insulators – connect, insulator, conductor, metal, non-metal</p>	<p>Properties of solids, liquids and gases</p> <p>Changing states - boiling, melting, freezing, condensing, evaporating</p> <p>The role of evaporation and condensation in the water cycle</p>
	Key skills	<p>Use and create keys to identify and classify</p> <p>Research how changes to environments can affect living things</p> <p>Research and suggest steps to limit negative environmental changes.</p>		<p>Compare and explain the differences of teeth in carnivores and herbivores</p> <p>Create a food chain</p>		<p>Explore how well sound travels through different mediums</p> <p>Compare the pitch and volume of sounds made with different instruments</p> <p>Find patterns between the volume of a sound and the vibrations that produced the sound</p> <p>Observe what happens to a sound when it is heard from different distances</p>	<p>Construct and draw a simple series circuit, naming its parts</p> <p>Explore and explain how a circuit works using scientific vocabulary</p> <p>Explain how conductors and insulators work.</p> <p>Explain how to change the brightness of a bulb.</p>	<p>Compare and group solids liquids and gases</p> <p>Observe what happens to materials when they are heated or cooled (boiling, melting, freezing, condensing, evaporating)</p>
Year 5	Topic/Focus	Properties and changes of materials	Revisit Living things and their habitats (plants)	Living things and their habitats (Animals)	Animals, including humans	Forces	Earth and Space	
	Key knowledge	<p>Properties of materials – hardness, solubility, transparency, conductivity - electrical and thermal, and response to magnets</p> <p>Separating mixtures – filtering, sieving,</p>	<p>Asexual and sexual reproduction in plants – male, female, germination, fertilisation, pollination, fruit, seed, stigma, anther, style, ovary, ovule, carpel pollen, pollen grain, pollen tube</p>	<p>Life cycles of mammals, birds, amphibians, insects – egg, birth, growth, adulthood, male, female, off-spring, pupa, chrysalis, pupa, adult</p>	<p>Human Lifecycle- fertilisation, egg cell, sperm cell, zygote, foetus, baby, infant, toddler, child, adolescent, teenager, young adult, mature adult, old age, elderly, gestation, life cycle</p>	<p>Forces – Air resistance, water resistance, friction, thrust, upthrust, push, pull, stationary, contact force, non-contact force, buoyancy, zero gravity, motion, unsupported force, supported force</p>	<p>Phases of the moon and how they occur - full moon, gibbous moon, half moon, crescent moon, new moon, waxing moon, waning moon</p> <p>How day and night happen on Earth – rotate, axis, revolve, sphere, spherical, day, night</p>	



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		evaporating Thermal and electrical conductors and insulators Reversible and irreversible changes			Gestation periods – species, womb, timescale, birth. Puberty – hormones, pituitary gland, testosterone, oestrogen, facial hair, body hair, broad shoulders, narrow waist, breasts, vagina, womb, placenta, uterus, ovary, fallopian tube, period, penis, testicles	Effect of gravity on objects falling towards Earth – Gravity, gravitational force	
	Key skills	Explain similarities and differences of everyday materials based on their properties Explain the reversible process of dissolving Explore a range of methods to separate a mixture Explore and compare thermal and electrical conductivity Describe different uses for common everyday materials based on their properties Compare reversible and irreversible change	Explain the difference between sexual and asexual reproduction Identify the advantages and disadvantages to sexual and asexual reproduction	Describe and compare the life cycles of different mammals Describe and compare the lifecycles of amphibians and insects	Describe the life cycle of a human from conception to old age. Compare the gestation periods of various mammals Compare the life expectancy of humans to other animals Explain the changes which happen to the human body during adolescence Describe the changes (and limitations) to the human body and a human gets older	Identify the effects of air resistance Identify the effects of water resistance Identify the effects of friction Describe how levers, pulleys and gears work	Carry out research about the planets in our solar system (name, facts, order) Describe the movement of the Earth (and other planets) in the solar system Observe the position of shadows (link to the movement of the Earth)
Year 6	Topic/Focus	Light	Animals, including humans	Evolution and Inheritance	Electricity	Living Things and their habitats	
	Key knowledge	Light travels in straight lines Parts of the eye - optic nerve, retina, iris, lens, rods, cones, pupil, cornea	Parts of the heart and their function – heart, heart rate, pulse, chamber, atrium, valve, artery, vein, blood vessel, ventricle, aorta, contract Structure of the lungs and function – lungs, alveoli, bronchiole, clot, bronchus, trachea, oxygen, oxygenated, carbon dioxide Function of blood and name its components (including nutrients, water and oxygen being transported around	Fossils - formation, preserved, remains, prehistoric, sediment Adaptation - Adapt, adaptation, evolution, inheritance, extinct, environment, suited, evolution Inheritance – characteristics, variation, natural selection Parents produce offspring – Commonality, features, generation, species, trait, desirable, mutations, heredity, reproduce, diversity, survival, off spring, parents, identical, cloning, genetic engineering	Symbols for electrical components – cell, battery, bulb, buzzer, motor, switches	Classification key - classification system Microorganisms – helpful, harmful, parasite, toxins, unicellular, multi-cellular, membrane, cell, nucleus, DNA, exoskeleton Classification groups -taxonomy, kingdom, phylum, class, order, family, genus, species, vertebrates, invertebrates, micro-organisms, plants, algae, mosses, liverworts, ferns, horsetails, conifers, flowering plants, animals, insects, spiders, snails, segmented worms, fish, amphibians, reptiles, birds, mammals, echinoderms, molluscs, crustaceans	



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			the body) - blood cells, red cells, white cells, plasma, platelets, haemoglobin, capillaries				
	Key skills	<p>Explore how light travels</p> <p>Identify and explain the function of different parts of the eye</p> <p>Explain how we see objects</p> <p>Explore how refraction affects how light travels</p> <p>Explore the relationship between a light source, object and shadow?</p>	<p>Identify the role of the skeleton in protecting the heart and circulatory system</p> <p>Explain the impact of diet and exercise on the human body</p> <p>Explain how drugs and other substances affects how the body functions</p>	<p>Recognise living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Explain why different organisms have lived in different periods.</p> <p>Explain how living things adapt to the world around them.</p> <p>Describe the similarities and differences of offspring and their parents.</p>	<p>Create an electrical circuit using different components</p> <p>Create accurate circuit diagrams for my circuits</p> <p>Explore how to increase/decrease the brightness of a bulb/loudness of a buzzer/speed of a motor in a circuit</p>	<p>Explain why we classifying plants and animals.</p> <p>Create a classification key.</p> <p>Identify and explain similarities and differences between groups of plants and microorganisms.</p> <p>Describe how living things are classified.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	