Year 1	Year 2	Year 3	Year 4	Year 5
	 Living Things and their Habitats Living / dead / never alive What are habitats and micro-habitats? Requirements of living things to survive Naming plants and animals; naming their habitats Simple food chains and sources of food for living things 	Light • Light is needed to see; dark is absence of light • Light is reflected from surfaces • Sunlight can be dangerous; ways to protect eyes • Shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that shadows change	 Sound 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 & strength of the vibrations that produced it Recognise that sounds get fainter as the distance 	Light • Light appears to travel in straigh • Objects are seen because they light into the eye • Shadows have the same shape that cause them
Plants Identify variety of wild and garden plants, 	Plants Describe how seeds & bulbs grow into mature 	Plants Describe functions of plant structures: roots, stem/trunk, leaves and flowers 	from the sound source increases Living Things and their Habitats Grouping living things	
including deciduous and evergreen treesDescribe the basic structure of a variety of common flowering plants, including trees	 plants Find out how plants need water, light and a suitable temperature to grow and stay healthy 	 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 Know how water is transported within plants The role flowers play in life cycle of flowering 	 Classification keys to group, identify & name living things in their local and wider environment Changing environments & impacts on living things 	Animals, including I
Animals, including Humans Name a variety of common animals including fishes, amphibians, reptiles, birds and mammals Identify and name a variety of common animals 	Animals, including Humans • Notice that animals, including humans, have	plants, inc. pollination, seed formation and seed dispersal		 Describe why living things need Compare the human lifecycle to animals Describe the changes at puberty Describe changes as humans de
 that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals, including pets Identify, name and draw the basic parts of the human body and say which part of the body is associated with each sense 	 offspring which grow into adults 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 	 Animals, including Humans Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get their nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	 Animals, including Humans 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, 	 Properties & Changes o Group materials based on proposlubility, magnetism, conductivity (electrical and ther Dissolving materials in a liq solution; know how to recover a Use knowledge of solids, liquid
 Everyday Materials 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 objects Compare and group together a variety of 	 Uses of Everyday Materials 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 	 Rocks & Fossils Group together different kinds of rocks based on their appearance & simple physical properties Describe how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and 	 decide how mixtures might be s Give reasons for particular us materials, including metals, woo Demonstrate that dissolving changes of state are reversible of some changes result in the for materials; this change is not usu 	
everyday materials on the basis of their simple physical properties		organic matter	circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise the role of a switch within a circuit • Recognise common conductors and insulators	Electricity Link brightness of a lamp or vol with the n°. & voltage of cells us Give reasons for variations in h
		 States of Matter Compare & group materials together, according to whether they are solids, liquids of gases Some materials change state when they are heated or cooled; measure/research the temp at which this happens in degrees Celcius (°C) 	Forces & Magnets • How things move on different surfaces • Know some forces need contact between two objects; magnetic forces can act at a distance • Observe how magnets attract or repel each	function, inc. brightness of bulbsbuzzers and the on/off positionUse recognised symbols when simple circuit in a diagram
Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies		Identify the part played by evaporation and condensation in the water cycle	 Observe now magnets attract of reper each other and attract some materials and not others Compare a variety of everyday materials on the basis of whether they are attracted to a magnet Describe magnets as having two poles & predict whether two magnets will attract or repel each other, depending on which poles are facing 	Earth & Space • Movements of celestial bodies Sun in the solar system • The Lunar Cycle • Describe the Sun, Earth & M spherical bodies • How Earth's rotation causes da

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