Year 1- Animals Including Humans

Prior Learning	In Year 1	Later learning: Children do not need to be taught this year.	Key Vocabulary
• Children should be able to identify different parts of their body. •Have some understanding of healthy food and the need for variety in their diets. •Be able to show care and concern for living things. •Know the effects exercise has on their bodies. • Have some understanding of growth and change. •Can talk about things they have observed including animals.	•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.	**In Year 2 pupils will be taught to:** 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. Describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene. **In Year 3 pupils will be taught to**: 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. **In Year 4 pupils will be taught to:** 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. **In Year 5 pupils will be taught to:** Describe the changes as humans develop to old age. **In Year 6 pupils will be taught to:** 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.	Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.

Working Scientifically
Use their observations to compare and contrast animals first hand or through videos and photographs, describing how they identify and group them. Group animals according to what they eat, using their senses to compare different textures, sounds and smells.

Year 1- Everyday Materials

Prior Learning	In Year 1	Later learning: Children do not need to be taught this year.	Key Vocabulary
•Children should be able to ask questions about the place they live. •Talk about why things happen and how things work. •Discuss the things they have observed such as natural and found objects. •Manipulates materials to achieve a planned effect.	•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.	**In Year 2 pupils will be taught to:** 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. **In Year 4 Pupils will be taught to:** 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **In Year 5 pupils will be taught to:** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity 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.	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,

Working Scientifically
Perform simple tests to explore questions. For example: What is the best material for an umbrella?, for lining a dog basket?, for curtains, for a bookshelf?, for a gymnastics leotard?.

Year 1- Plants

Prior Learning	In Year 1	Later learning: Children do not need to be taught this year.	Key Vocabulary
•Develop an understanding of growth. •Shows care and concern for living things and the environment. •Make observations of plants and explain why some things occur, and talk about changes. •Can talk about some of the things they have observed, such as plants.	•Children will be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees •They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees.	**In Year 2 pupils will be taught to:** Observe and describe how seeds and bulbs mature into plants. Find out and describe how plants need water, light and a suitable temperature to grow. **In Year 3 pupils will be taught to**: 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 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.	Leaves, blossom, petals, roots, buds, bulb, trunk, branches, stem, evergreen, garden plants, deciduous, wild plants, seeds, wild plants, garden plants.

Working Scientifically
Closely observe using magnifying glasses. Compare and contrast with familiar plants, describing how they can identify and group them. Keep records on how plants change over time, including leaves falling off trees and buds opening. Compare what they have found out about different plants.

Year 1- Seasonal Changes

Prior Learning	In Year 1	Later learning: Children do not need to be taught this year.	Key Vocabulary
•Developing and understanding of change. • Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes). •Look closely at similarities, differences, patterns and change. •Comments and questions about the place they live or the natural world.	•Observe changes across the four seasons. •Observe and describe weather associated with the seasons and how day length varies.	Year 5 – Why do we have seasons? Earth's axis tilt.	Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature,

Working Scientifically
Collecting and recording data to make tables and charts about the weather. Make displays about what happens in the world around them, including day length as the seasons change.