CURRICULUM OVERVIEW: SCIENCE

Disciplinary Knowledge	EYFS RECEPTION	Key Stage 1 Year A (2026)	Key Stage 1 Year B (2025)	Y3	Y4	Y5	Y6
Working Scientifically **Skills** progression ALL YEAR GROUPS TO BE: **Asking questions and recognising that they can be answered in different ways**	*All year opportunities to investigate inside/outside/FS* **Children ask questions, make observations using simple equipment and talk about what they are doing and have found out while carrying out a range of activities,** **Children sort and match** **Children notice similarities and differences** **Children record their observations** **Children use equipment to measure** ***Explore*** ***Compare*** ***Use all their senses in hands-on exploration*** • *Playing and exploring – children investigate and experience things, and 'have a go'* • *Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements* • *Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things*	**Asking simple questions and recognising that they can be answered in different ways** While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	**Asking simple questions and recognising that they can be answered in different ways** While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	**Asking relevant questions and using different types of scientific enquiries to answer them** The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. The children answer questions posed by the teacher. Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.	**Asking relevant questions and using different types of scientific enquiries to answer them** The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. The children answer questions posed by the teacher. Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.	**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.	**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.
Working Scientifically **Vocabulary** progression	look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group	observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources	observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources	practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve	practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve	variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter	variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter

CURRICULUM OVERVIEW: SCIENCE

Disciplinary Knowledge	EYFS RECEPTION	Key Stage 1 Year A (2026)	Key Stage 1 Year B (2025)	Y3	Y4	Y5	Y6
Practical 5 types of Enquiry Coverage To be recorded in *different colours on wheel in class and different colours highlighted on class plans.*	***Classification*** • *Sort images of people according to their characteristics.* *Researching using secondary sources* • *Find out information from visitors (dentist, nurse etc.). Pattern seeking* • *Are taller children faster?* • *Are taller children stronger?* ***Classification*** • *Sort animals according to where they live.* ***Classification*** • Name and describe plants and animals they find in the school grounds. ***Pattern seeking*** • Look for minibeasts in different areas of the school grounds. Look for plants in different areas of the school grounds. ***Classification*** • Which clothes are suitable for each season? ***Observing over time*** • How does a puddle change over time? • How does a snowman change as it melts? • How does the natural world change with the seasons? ***Researching using secondary sources*** • **Find** out about how animals behave in different seasons. Find out about the weather and seasons.	***Observing over time*** ***Classification*** *Researching using secondary sources* ***Pattern seeking*** ***Is it a fair test?***	***Observing over time*** ***Classification*** *Researching using secondary sources* ***Pattern seeking*** ***Is it a fair test?***	***Observing over time*** ***Classification*** *Researching using secondary sources* ***Pattern seeking*** ***Is it a fair test?***	***Observing over time*** ***Classification*** *Researching using secondary sources* ***Pattern seeking*** ***Is it a fair test?***	***Observing over time*** ***Classification*** *Researching using secondary sources* ***Pattern seeking*** ***Is it a fair test?***	***Observing over time*** ***Classification*** *Researching using secondary sources* ***Pattern seeking*** ***Is it a fair test?***

To include: Measurement linked activities **(Maths** link)/ **Writing** opportunities (**English** link) Research of diverse range of **Scientists** (history link)/ **Other subject links**

CURRICULUM OVERVIEW: SCIENCE

Substantive Knowledge		EYFS RECEPTION All year opportunities to investigate inside/outside/F.S links to EY ambitions	Key Stage 1 (Year A 2026)	Key Stage 1 (Year 2 2025)	Y3	Y4	Y5	Y6
	A1	**Senses/Colour topic/sound/Materials/ Outdoor learning Seasons** • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them .**PLANTS** tree, bush, herb, names of plants they see (Reception - Living things and their habitats) **Animals excluding humans** linked to Brown bear/Brown bear/Polar Bear Polar bear/Handa's Surprise stories: Recognise some environments that are different to the one in which they live. • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	**Animals, Including Humans** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) Observe changes across the four seasons. (Y1 - Seasonal change)	**Animals including humans-** Offspring that grow into adults. Basic needs of animals, including humans, for survival (water, food and air.) Importance of exercise, eating the right amounts of different types of food and hygiene. *British Values link: Mutual respect, Tolerance*	• Forces and Magnets • Movement and Magnets • Compare how things move on different surfaces. • Notice that some forces need contact between two 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 two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Animals including humans – Habitats and food chains (Also Outdoor learning foci)** • recognise that living things can be grouped in a variety of ways • recognise that environments can change and that this can sometimes pose dangers to living things • construct and interpret a variety of food chains, identifying producers, predators and prey	**Forces**: Gravity; air resistance, water resistance & friction; mechanisms Use sycamore seeds in outdoor areas 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.	**Living things and their habitats** *School Environment* Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
Key Vocabulary		Model and encourage children to use vocabulary such as: • Model and encourage children to use vocabulary such as: • hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall,	names of garden and wild flowering plants in the local area (Y1 - Plants) head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the human body including those within the school's RSE policy, senses,	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) living, dead, never been alive, suited, suitable, basic needs,	force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole	environment, habitat, human impact, positive, negative, migrate, hibernate herbivore, carnivore, omnivore, producer, predator, prey	force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears	vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers

		small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman Expose children to supplementary vocabulary such as: • bald, elderly, wrinkles, male, female, frecklesnames of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice Expose children to supplementary vocabulary such as: environment, polar regions, ocean, camouflage tree, bush, herb, names of plants they see (Reception - Living things and their habitats) float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller,	touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length (Y1 - Seasonal changes)	food, food chain, shelter, move, feed, water, air, survive, survival				

		baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers						
	A2	**Autumn** • **Explore** the natural world around them. • Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. **Dark and Light**	**Animals including Humans (see Autumn 1)** **Seasonal Changes: Autumn**	**Animals including humans** **(see Autumn 1)**	**Rock types, fossils & soil** 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.	**States of matter** (Solids, liquids and gases	**Earth and Space:** Earth & Sun; Moon phases; Sun, Moon and Earth relativity; day and night	**Evolution and Inheritance** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)
Key Vocabulary		Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float Sun, Moon, Earth, star, planet, sky, day, battery, plug, socket, electricity, wire, sound, light, move night, space, round, bounce, float	See Autumn 1 weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length (Y1 - Seasonal changes)	See Autumn 1	rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)	solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle	Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit	offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution
	Sp 1	**Winter** • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. • Draw information from a simple map. • Explore the natural world	**Seasonal Changes Winter** **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.	**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.	**Light** Shadows & Reflections. 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.	**Sound** (outdoor learning) 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	**Properties and Changes of Materials: Compare materials; dissolving & evaporating; separating materials; reversible & irreversible changes** *School Environment* *Local Environment* Compare and group together everyday materials on the basis of their properties, including their hardness,	**Light** 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.

		around them. • Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	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.		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.	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.	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.	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Key Vocabulary		ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length (Y1 - Seasonal changes)	opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	Light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous	sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulation	thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material	straight lines, light rays

	Sp 2	**Spring** **Animals including Humans** • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	**See Spring 1** Spring	**Plants-** 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 *Outdoor learning*	**Animals, including Humans** Food, diet, skeletons and muscles. 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.	**Animals including humans – Digestion and teeth** 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.	**Living Things and Their Habitats: life cycles, life processes, reproduction of plants & animals,** *School Environment* *Local Environment* 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.	**Electricity** 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.
Key Vocabulary		names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length (Y1 - Seasonal changes)	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling names of plants in local habitats and micro-habitats (Living things and their habitats)	nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine	digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey	life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (Y5 - Living things and their habitats)	circuit diagram, circuit symbol, voltage (also see Y4 for refined curriculum support and consolidation)
	Su 1	As Spring continued. **Trip/Flowers/birds/senses/Frog life cycle Planting/growth Similarities and Differences between huans/(families)** Plants plant, tree, bush, flower, vegetable, herb, weed,	**Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)	**Plants continued** **Living things and their habitats-** 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	**Plants** Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**All living things- Classification** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	**Animals Including Humans**: changes in human development; puberty; gestation periods	**Animals including humans**

		animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)	Observe changes across the four seasons. Seasonal change	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. Notice that animals, including humans, have offspring which grow into adults. (Animals including humans) Offspring that grow into adults.		Recognise that environments can change and that this can sometimes pose dangers to living things *(Outdoor learning)*		
Key Vocabulary		egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes, grow, change,	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area	living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants)	photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport	classification, classification keys (Y4 - Living things and their habitats) classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate herbivore, carnivore, omnivore, producer, predator, prey (Y4 - Animals, including humans)	life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings	heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle
	Su 2	**Animals excluding humans and habitats linked to** **Minibeasts** **Dental Hygiene/Healthy Eating** **Seasonal Changes Summer/seaside** • Explore the natural world around them. • Describe what they see, hear and feel whilst	**Plants** **Seasonal Changes Summer**	See Summer 1	**Animals, including Humans** 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	**Electricity – circuits and components** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or	**Animals Including Humans: changes in human development; puberty; gestation periods** Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)	**Animals including humans** 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

		outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.			support, protection and movement.	not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	transported within animals, including humans. 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. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats).
Key Vocabulary		Model and encourage children to use vocabulary such as: • names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice Expose children to supplementary vocabulary such as: environment, polar regions, ocean, camouflage	names of garden and wild flowering plants in the local area head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group (Y1 - Animals, including humans) weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length (Y1 - Seasonal changes)	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) (living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival)	nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine	solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle electrical conductor, electrical insulator, metal, non-metal (Y4 - Electricity) electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol	puberty, the vocabulary to describe sexual characteristics in line with the school's RSE policy life cycle, foetus, baby, child, adolescent, adult, reproduce, sexual, sperm, fertilises, egg, live young (Y5 - Living things and their habitats) life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings	flowering, non-flowering, mosses, ferns, conifers (Y6 - Living things and their habitats) vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers