	Nursery	Reception	Year 1	Year 2
Knowledge	**22-36 months:** Enjoys playing with small-world models such as farm, a garage or a train track. **30-50 months-** Comments and asks questions about aspects on their familiar world such as the place where they live or the natural world. . Can talk about some of the things they have observed such as plants, animals, natural and found objects. . Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. . Shows care and concern for living things and the environment.	**30-50 months-** Comments and asks questions about aspects on their familiar world such as the place where they live or the natural world. . Can talk about some of the things they have observed such as plants, animals, natural and found objects. . Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. . Shows care and concern for living things and the environment. **40-60 months-** Looks closely at similarities, differences, patterns and change. **Early Learning Goal:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	**Everyday materials - *The Magic Toymaker:*** All curriculum objectives met. **Plants, Animals, inc humans - *Live and Let Live:*** All 'plants' and 'animals and humans' objectives covered with exception of below (need to be taught additionally): • Identify and describe the basic structure of a variety of common flower plants, including trees • Identify/name/draw and ;abel the basic parts of the human body and say which part of the body is associated with each sense. **Everyday materials - *A to B:*** Describe the simple physical properties of a varierty of everyday materials. **Plants - *Green Fingers*** • All curriculum objectives met.	**Living Things and Their Habitats - *Earth Our Home:*** All curriculum objectives met. **Plants. Animals inc. humans - *Flowers and Insects*** All objectives for met with the exception of below (need to be taught additionally): • Describe the importance for humans of exersice, eating the right amounts of different types of food and hyegiene (Animals inc. Humans) **Everyday Materials - *The Circus is Coming To Town:*** All covered with the exception of the below (need to be taught additionally): Find out how the shapes of solic objects made from some materials can be
Skills			**Magic Toymaker/A to B:** • Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement • Be able to pose simple scientific questions • Be able to identify ways of finding out about scientific issues • Be able, with help, to conduct simple investigations **Plants, Animals, inc humans - Live and Let Live:** • Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement • Be able to pose simple scientific questions. • Be able to identify ways of finding out about scientific issues • Be able, with help, to conduct simple investigations • Be able, with help, to gather information from simple texts **Green Fingers** • Be able to pose simple scientific questions • Be able to identify ways of finding out about scientific • Be able, with help, to conduct simple investigations Be able, with help, to gather information from simple texts	**Earth Our Home:** • Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement. • Be able to pose simple scientific questions • Be able to identify ways of finding out about scientific issues • Be able, with help, to conduct simple investigations • -Be able, with help, to gather information from simple texts **Flowers and Insects:** • Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement • Be able to pose simple scientific questions • Be able to identify ways of finding out about scientific issues • Be able, with help, to conduct simple investigations • Be able, with help, to gather information from simple texts **The Circus is Coming To Town:** • Be able to pose simple scientific questions • Be able to identify ways of finding out about scientific • Be able, with help, to conduct simple investigations

Ensure extra coverage is planned for

	Year 3	Year 4	Year 5	Year 6
Knowledge	**Rocks** – ***Footprints from the past:*** All objectives met. **Animals including humans & Light** - ***How Humans Work:*** All objectives met. **Plants** - ***Saving the World + Let's Plant it*** All objectives met including • identify that animals, including animals, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. Let's plant It….make links to rainforest / biodome (Add on Let's Plant It topic to follow on from Saving the World…means more geography can be taught in S the W.) **Forces and Magnets** - ***Feel the Force:*** All objectives met. **Explorers and Adventures –** • Be able to compare common materials and objects according to their properties • Understand that different materials are suited for different purposes • Know about the principles of magnets and magnetic and non-magnetic materials • Know that forces can have direction • Know that forces differ in size • Know that light travels from a source • Know that objects form shadows when they block the passage of light from a source • Know that sounds are made when objects vibrate • Know that the sun, earth and moon are approximately spherical • Know that the position of the sun appears to change during the course of a day and that shadows change as a result	**Animals and Humans** – ***Chocolate:*** • describe the simple functions of the basic parts of the digestive system in humans. (To be added into planning) • Identify the different types of teeth in humans and their simple functions. (Met) **States of Matter** - ***Active Planet:*** All objectives met with the exception of • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Electricity** - ***Bright Sparks*:** All objectives met. **Sound** - ***Turn it up:*** All objectives met. **Living things and their habitats** - ***Land, Sea and Sky:*** All objectives met.	**Earth and Space** – ***Space Explorers*** All objectives are met. Add in extra: Describe the sun, Earth and moon as approximately spherical bodies. **Living things and their habitats** - ***Existing, Endangered, Extinct:*** All objectives are met. Additionally – the following year 6 objectives are met: • 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. • Give reasons for classifying plants and animals based on specific characteristics. **Materials** – ***Bake it:*** All curriculum objectives met. **Forces** – ***Fascinating Forces:*** All forces curriculum objectives met	**Light** – ***Fairgrounds:*** All objective met with the expectation of the following objective which was added in as an extra: • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Animals including humans** - ***Being Human:*** All objectives met. **Electricity** – ***Full Power:*** All objectives met. **Evolution and inheritance** - ***Out of Africa:*** All objectives met.

	Year 3	*Year 4*	*Year 5*	*Year 6*
Skills	**Rocks - Footprints from the past:** **Animals including humans – How Humans Work:** **Plants –Saving the world + Let's Plant it.** **Forces and Magnets - Feel the Force:** • Be able to carry out simple investigations • Be able to prepare a simple investigation which is fair, with one changing factor • Be able to predict the outcome of investigations • Be able to use simple scientific equipment • Be able to test ideas using evidence from observation and measurement • Be able to link evidence to broader scientific knowledge and understanding • Be able to use evidence to draw conclusions	**Animals and Humans – Chocolate:** **States of Matter - Active Planet:** **Electricity - Bright Sparks:** **Sound - Turn it up:** **Living things and their habitats - Land, Sea and Sky:** • Be able to carry out simple investigations • Be able to prepare a simple investigation which is fair, with one changing factor • Be able to predict the outcome of investigations • Be able to use simple scientific equipment • Be able to test ideas using evidence from observation and measurement • Be able to link evidence to broader scientific knowledge and understanding • Be able to use evidence to draw conclusions	**Earth and Space – Space Explorers** **Living things and their habitats - Existing, Endangered, Extinct:** **Materials – Bake it:** **Forces – Fascinating Forces:** • Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them • Be able to conduct scientific investigations posing scientific questions • Be able to choose an appropriate way to investigate a scientific issue • Be able to make systematic and accurate measurements from their observations • Be able to explain and justify their predictions, investigations, findings and conclusions • Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions • Be able to gather evidence from a variety of sources • Be able to discriminate between evidence and opinion • Understand the importance of using evidence to test scientific ideas.	**Light – Fairgrounds:** **Animals including humans - Being Human:** **Electricity – Full Power:** **Evolution and inheritance - Out of Africa:** • Be able to conduct scientific investigations posing scientific questions • Be able to choose an appropriate way to investigate a scientific issue • Be able to make systematic and accurate measurements from their observations • Be able to explain and justify their predictions, investigations, findings and conclusions • Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions

Need to ensure coverage is added to plans