

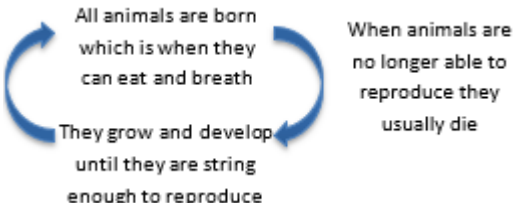
Where a skill is very similar, please be specific about what makes it different so that we are clear on progression and how the skill is achieved in each year group.

EYFS:

The Natural World -

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills	<p>To describe/point out signs of Autumn.</p> <p>Recognise some environments that are different to the one where they live.</p>	<p>To describe/point out signs of Autumn and Winter and compare the 2 seasons.</p> <p>To be able to match clothing to Seasons.</p>	<p>To be able to match clothing to different countries around the World.</p> <p>To match animals to the different countries that they can be found in.</p>	<p>To ask simple questions when noticing similarities and differences.</p> <p>Explain why an animal might come from a particular country.</p>	<p>To explain how a seed has changed as it has grown.</p>	
Progression	<p>To know that there are different Seasons in a year.</p> <p>Things will dry when heated.</p>	<p>To know that the weather is different in each Season.</p> <p>To know that different places in the World can be hot and cold.</p> <p>Water freezes and becomes ice when cold and melts when heated.</p>	<p>To know the names of the Seasons in order and know which Season will come next.</p>	<p>To know what a seed needs to grow.</p> <p>To know that fruit comes from plants and that other foods can be grown.</p>	<p>To know that placing an object in front of light makes a shadow.</p> <p>To know the simple parts of a plant (roots, stem, leaf, petals, flower)</p>	

Area of skills and knowledge	Y1 Expected	Y2 Expected
Animals including humans.	<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - 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. <p>Chapter 1: Feeding for survival</p> <p>Animals need food to survive; it gives them energy to move and material to grow. Animals are all different and so eat different foods, some eat other animals (carnivores) and others only eat vegetables (herbivores).</p> <p>Chapter 2: Moving for survival</p> <p>Animals have to get their food so they have to move to where it is, which means they have to move in different ways depending upon where their food is. Animals that eat other animals have to hunt them (predators). Animals that are hunted are prey.</p> <p>Chapter 3: Sensing for survival</p> <p>Animals use their senses to detect where their food is and if there are any predators around, animals have different ways of avoiding being eaten e.g. camouflage, protection and moving away fast.</p>	<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Know that animals, including humans, have offspring which grow into adults - Know the basic stages in a life cycle for animals, including humans. - Find out and 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. <p>The Model of animal life</p>  <p>How it varies between different animals</p> <ul style="list-style-type: none"> - Different animals live for different ages - Different animals reach different sizes before they are able to reproduce - Different animals reproduce at different ages

In Year 3:

- Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat.
- Know how nutrients, water and oxygen are transported within animals and humans.
- Know about the importance of a nutritious, balanced diet.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement: Know about the skeletal and muscular system of a human.

Area of skills and knowledge	Y1 Expected	Y2 Expected
<p>Materials</p> <p>It is recommended that materials be taught three times through KS1. Give a theme for each topic e.g. buildings, exploration, toys, the seaside. Plan to investigate a couple of classes of materials and properties in each topic so children get a depth of experience of each and cover all the classes of materials over the key stage.</p> <p>Year 1: Best material for Santa's sack (strength and flexibility)</p> <p>Year 1: Best material for a window (Houses and Homes – revisited in Seaside and Adventurers and explorers.) Opaque and transparency</p> <p>Year 2: Paddington's new coat/hat (Waterproof and absorbency)</p>	<p>Materials – Everyday Materials National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, metal, plastic, glass, 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 properties. <p>The big idea about materials:</p> <ul style="list-style-type: none"> - There are many different materials that have different describable and measurable properties. - Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). - The properties of a material determine whether they are suitable for a purpose. 	<p>Materials – Uses for Everyday Materials National Curriculum Objectives:</p> <ul style="list-style-type: none"> - 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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Exploring materials and their properties:</p> <ul style="list-style-type: none"> - These ideas are explored through testing materials to see if they are appropriate for particular jobs. - Topics need to be arranged so that all the main groups of materials are explored and important properties are investigated (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness, brittleness).

Force and Motion:

- Compare how things move on different surfaces
- Know how a simple pulley works and use making lifting an object simpler
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract and 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 magnetism as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

In Year 3:

- 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.

Plants	<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants. - Identify and name the roots, trunk, branches and leaves of a tree. <p>Chapter 1: Where plants come from. Most plants start growing from a seed or bulb.</p> <p>Chapter 2: Plant survival. All plants need water, light and warmth to grow and survive.</p> <p>Chapter 3: How plants get what they need to survive. A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight.</p>	<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - 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. <p>Chapter 1: What are flowers for? All flowering plants make seeds that can grow into new plants</p> <p>Chapter 2: What happens after a plant has produced seeds? Sometimes the plant dies after it has produced its seed and sometimes the plant lives for many generations producing seeds each year.</p>
Area of skills and knowledge	Y1 Expected	Y2 Expected

In Year 3:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.
- Know the way in which water is transported within plants.

In the UK National Curriculum, KS1 **disciplinary knowledge** focuses on five main types of scientific enquiry:

- **Observing closely:** Using senses to notice similarities, differences, and changes (e.g., looking at seasonal changes in the environment).
- **Performing simple tests:** Carrying out practical activities to see what happens (e.g., testing which materials are waterproof).
- **Identifying and classifying:** Grouping objects, materials, and living things based on their observable properties.
- **Using secondary sources:** Finding out information from books, photographs, or videos.
- **Gathering and recording data:** Presenting what they have found using simple tables, tally charts, or pictograms.

In KS1, these skills help make substantive knowledge (like learning about plant parts or animal habitats) meaningful. Instead of simply being told facts, pupils learn *how* we know these facts to be true through hands-on exploration and asking their own simple questions