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|  | | KS1 | |
| EYFS | Y1  Pupils should be taught to: |
| Biology | Plants | In EYFS Children should:  • Make observations of plants  • Know some names of plants, trees and flowers  • May be able to name and describe different plants, trees and flowers  • Show some care for their world around them  leaves, trunk, branch, , flower, stem | • 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, including trees.  leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen |
| Animals, including humans | In Early Years 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  birds, fish, mammal, sight, hearing, touch, taste, smell, head, neck, ear, mouth, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow | • 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.  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 |
| Living things and their habitats |  |  |
| Chemistry | Everyday materials | In Early Years 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.  Hard, soft bendy/not bendy , shiny, dull, rough, smooth | • 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  Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque |
| Uses of everyday materials |  |  |
| Physics | Seasonal changes | In Early Years children should:  • Developing an 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., windy, sunny, snow, rain, temperature | • observe changes across the four seasons  • observe and describe weather associated with the seasons and how day length varies  Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature |

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|  | | KS1 | |
| Y1  Pupils should be taught to: | Y2  Pupils should be taught to: |
| Biology | Plants | • 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, including trees.  leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen | • 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.  Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen, observe, grow, compare, record, temperature, predict, measure, diagram, germinate, warmth, sunlight. |
| Animals, including humans | • 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.  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 | • 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 (water, food and air)  • describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.  Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, seashore, woodland, ocean, rainforest, conditions, desert, damp, shade, |
| 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 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 micro-habitats  • 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.  Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, seashore, woodland, ocean, rainforest, conditions, desert, damp, shade, |
| Chemistry | 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 materials  • compare and group together a variety of everyday materials on the basis of their simple physical properties  Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque |  |
| 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..  Waterproof, fabric, rubber, cars, rock, paper, cardboard, wood, metal, plastic, glass, brick, twisting, squashing, bending, matches, cans, spoons, |
| Physics | Seasonal changes | • observe changes across the four seasons  • observe and describe weather associated with the seasons and how day length varies  Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature |  |