

The sequencing of learning

EYFS	Year 1	Year 2	Year 3
Children know about similarities and differences in relation to living things etc	Identify and name a variety of common wild and garden plants	Explore and compare the differences between things living and dead	Identify functions of different parts of flowering plants, roots etc
Children talk about the features of their own immediate environment and how environments might vary from one to another.	Identify and describe the basic structure of a variety of common flowering plants, trees etc	Identify habitats suited to different living things. Identify and name plants and animals in their habitat.	Explore the requirements of plants for life and growth and investigate the way in which water is transported within plants
Children make observations of animals and plants...	Identify and name a variety of common animals. Describe and compare the structure of a variety of common animals	Identify how seeds and bulbs grow. Find out and describe how plants need water, light and temperature to grow	Investigate the way in which water is transported within plants. Compare and group together different kinds of rocks

Year 3	Year 4	Year 5	Year 6
Identify functions of different parts of flowering plants, roots etc	Recognise that living things can be grouped in a variety of ways	Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird	Describe how living things are classified into broad groups to common observable characteristics..
Explore the requirements of plants for life and growth and investigate the way in which water is transported within plants	Explore and use classification keys to help group, identify and name a variety of living things	Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age	Give reasons for classifying plants and animals based on specific characteristics
Investigate the way in which water is transported within plants	Describe the simple functions of the basic parts of the digestive system in humans	Explain that unsupported objects fall towards the earth because of the force of gravity	Recognise that light appears to travel in straight lines
Compare and group together different kinds of rocks Recognise that soils are made from rocks and organic matter	Identify the different types of teeth in humans and their simple functions Construct and identify a variety of food chains	Identify the effects of air resistance, water resistance and function that act between moving surfaces. Recognise that some mechanisms allow a smaller force to have greater effect	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

Year 6	Key Stage 3
Describe how living things are classified into broad groups to common observable characteristics..	The reactants in, and products of, photosynthesis, and a word summary for photosynthesis
Give reasons for classifying plants and animals based on specific characteristics	The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store..
Recognise that light appears to travel in straight lines	The similarities and differences between light waves and waves in matter light waves travelling through a vacuum; speed of light the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
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	Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye light transferring energy from source to absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection