



# Prior's Mill – Long Term Plan

Development Matters							
Early Years		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><b>The Natural world</b></p> <p>To describe what they see, hear and feel using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant seeds and care for growing plants knowing their basic needs.</p> <p>To explore the natural world around them and to understand the key features of life cycles.</p> <p>To make observations and drawing pictures of animals and plants.</p> <p>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.</p>	Autumn One	<p><b>*Our Environment</b></p> <p>Everyday Materials</p> <p>Identify and classify materials.</p> <p>Physical properties of materials.</p> <p>Perform Simple Tests.</p> <p>Compare and group together materials.</p>	<p><b>*Local Habitats</b></p> <p>Ask simple questions.</p> <p>Describe the changes across the four seasons.</p> <p>Present ideas and evidence.</p> <p>Describe their ideas and observations.</p> <p><b>Materials</b></p> <p>Identify and compare materials.</p> <p>Perform Simple Tests.</p>	<p><b>*Animals Homes</b></p> <p>Observing closely and identifying.</p> <p>Suggesting suitable sites.</p> <p>Provide homes and methods to attract animals.</p> <p><b>Animals and Skeletons</b></p> <p>Identify the nutrition that animals and humans need.</p> <p>Identify that humans and animals have skeletons and muscles.</p>	<p><b>*Respecting our Environment</b></p> <p>Identify impacts.</p> <p>Identify ways to protect and improve.</p> <p>Present ideas and evidence.</p> <p>Describe ideas and observations.</p> <p>Draw simple conclusions about observations.</p> <p><b>Classification</b></p> <p>Recognise that living things can be grouped in different ways.</p> <p>Explore and use classification keys.</p> <p>Group, identify and name a variety of living things.</p>	<p><b>*Decaying and Recycling</b></p> <p>Describe the process and its usefulness.</p> <p>Identify materials.</p> <p>Plan a scientific enquiry.</p> <p>Record findings and estimate results.</p> <p>Draw upon investigation results.</p> <p><b>Forces</b></p> <p>Understand the force of gravity.</p> <p>Identify the effects of resistance and friction.</p> <p>Recognise what mechanisms allow a smaller force to have a greater effect.</p>	<p><b>*Field Studies</b></p> <p>Use and evaluate sampling techniques.</p> <p>Compare populations over the course of the year.</p> <p>Provide reasons for changes.</p> <p><b>Heart and Lungs</b></p> <p>Identify and name parts of the human circulatory system.</p> <p>Describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and waters are transported in animals.</p>
	Autumn Two	<p><b>Our Environment Focus</b></p> <p>Know how to respect and</p>	<p><b>Living Things</b></p> <p>Explore and compare differences.</p> <p>Identify and name a variety</p>	<p><b>Forces and Magnets</b></p> <p>Compare movements.</p>	<p><b>Digestion</b></p> <p>Describe the simple functions of the digestive system.</p>	<p><b>Earth and Space</b></p> <p>Understand the solar system.</p> <p>Describe the Sun, Earth and Moon</p>	<p><b>Classification</b></p> <p>Describe how living things are classified into broad groups.</p>

<p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><b>Forces and States of Matter</b></p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about and explore the differences and similarities between materials and changes they notice.</p> <p>Understand changing states of matter.</p>		<p>handle living things.</p> <p>Observe and describe changes that take place across the year.</p> <p>Describe simple features, living things or events.</p>	<p>of plants and animals.</p> <p>Identify and name different sources of food.</p>	<p>Identify what forces are and how they work.</p> <p>Observe how magnets attract and repel.</p> <p>Compare and group everyday materials on their ability to attract and repel.</p>	<p>Identify the different types of teeth and their functions.</p> <p>Construct and interpret a variety of food chains.</p>	<p>as spherical bodies.</p> <p>Explain day and night in relation to the Earth and the Sun.</p>	<p>Give reasons for classifying plants and animals based on specific characteristics.</p>
	Spring One	<p><b>*Revisit obs over time</b></p> <p>Weather</p> <p>Observing and describing the weather.</p> <p>Gathering and recording data.</p>	<p><b>*Revisit obs over time</b></p> <p>Habitats</p> <p>Identify and describe habitats.</p> <p>Understand Microhabitats.</p>	<p><b>*Revisit obs over time</b></p> <p>Rocks</p> <p>Compare and group together different rocks.</p> <p>Describe how fossils are formed.</p> <p>Recognise what soils are made from.</p>	<p><b>*Revisit obs over time</b></p> <p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit.</p> <p>Recognise some common conductors and insulators.</p>	<p><b>*Revisit obs over time</b></p> <p>Mixtures and Reactions</p> <p>Compare and group everyday materials using their properties.</p> <p>Identify and understand the changing state of matter in dissolving and mixing.</p> <p>Carry out comparative and fair tests.</p>	<p><b>*Revisit obs over time</b></p> <p>Electricity</p> <p>Compare and understand the variations of how components function.</p> <p>Use recognised symbols to draw simple diagrams of circuits.</p>
	Spring Two	<p>Plants</p> <p>Identifying and naming a variety of common wild and garden plants.</p> <p>Identifying and describing a variety of common flowering plants.</p>	<p>Plants</p> <p>Observe and describe seeds and bulbs.</p> <p>Find out and describe what plants need to grow and stay healthy.</p>	<p>Light</p> <p>Recognise the need for light.</p> <p>Recognise that light from the sun can be dangerous and how to protect themselves.</p> <p>Recognise and describe how shadows are formed.</p>	<p>Sound</p> <p>Identify how sounds are made.</p> <p>Recognise how vibrations travel.</p> <p>Find patterns in the pitch and features of the objects.</p> <p>Find patterns in the volume and</p>	<p>Human Development</p> <p>Describe the changes as humans develop to old age.</p>	<p>Light</p> <p>Recognise how light travels.</p> <p>Explain how light travels from light sources to our eyes.</p>

					strength of vibrations.		
	Summer One	<p><i>*Revisit obs over time</i></p> <p>The Animal Kingdom</p> <p>Identifying and classifying animals.</p> <p>Describing and comparing a variety of animals.</p> <p>Identifying, naming, drawing and labelling basic parts of the human body.</p>	<p><i>*Revisit obs over time</i></p> <p>Animals and their needs</p> <p>Understand that animals have offspring.</p> <p>Discover and describe the basic needs of animals.</p> <p>Describe the importance of exercise, eating healthy and hygiene.</p>	<p><i>*Revisit obs over time</i></p> <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants.</p> <p>Explore the requirements of plants for life and growth.</p> <p>Investigate how water is transported within plants.</p> <p>Explore the life cycle of flowering plants.</p>	<p><i>*Revisit obs over time</i></p> <p>States of Matter</p> <p>Compare and group materials together.</p> <p>Observe and understand the changing state of materials.</p> <p>Identify what evaporation and condensations are in the water cycle.</p>	<p><i>*Revisit obs over time</i></p> <p>Life Cycles</p> <p>Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><i>*Revisit obs over time</i></p> <p>Evolution</p> <p>Recognise how living things have changed over time.</p> <p>Recognise that living things produce offspring of the same kind.</p> <p>Identify how animals and plants adapt to suit their environment in different ways.</p>
	Summer Two	<p><i>*Our Environment</i></p>					