

GPS Drivers

- World Citizens
- Avid Adventurers
- Confident Communicators
- Creative Minds
- Healthy Pioneers

AUTUMN (Year 1)

Animals, including humans **Leonardo DaVinci**

Identify and name common animals.

Identify carnivores, herbivores and omnivores.

Label the basic parts of the human body.

SPRING (Year 1)

Everyday materials

Distinguish what materials are made from.

Identify and name a variety of different materials

Physical properties of materials
Chester Greenwood

SUMMER (Year 1)

Plants and seasonal change

Identifying and naming a variety of wild and garden plants including deciduous and evergreen trees.

Identify and describe the basic structure of flowering plants and trees.
Maria Sibylla Merian

Spring (YEAR 3)

- **Plants**

Identify the function of different parts of a flowering plant (roots, stem) **Carl Linnaeus**

- **Light**—Notice that light is reflected off surfaces.

Recognise that shadows are formed from blocked light.

Autumn (YEAR 3)

- **Rocks**

Compare and group together different rocks on their appearance.

- **Animals including Humans**

identify that animals, including humans, need the right types and amount of nutrition **Marie Currie**

SUMMER (YEAR 3)

forces and magnets.

Compare how things move on different surfaces

Notice that some forces need contact between two objects, but magnetic forces can act at a distance

William Gilbert

AUTUMN (YEAR 4)

- **States of matter**

Compare the states of different materials.

- **Animals including humans**

describe the simple functions of the basic parts of the digestive system in humans
William Beaumont

SPRING (YEAR 4)s

- **Electricity**

Construct simple electrical circuits

Recognise and identify common conductors and insulators.

- **Sound** ● **Thomas Edison**

Identify how sounds are made.

SUMMER (YEAR 4)

Living things and their environment

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Jacques Cousteau

AUTUMN (YEAR 5)

- **Properties and changes of materials.** **Spencer Silver and Arthur Fry**

Understand that chemical reactions can be reversible and irreversible.

- **Animals, including humans**

describe the changes as humans develop to old age.

SPRING (YEAR 5)

- **Forces**

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces **Galileo Galilei**

- **Earth and space**

Describe the movement of Earth and other planets relative to the Sun using this to explain day and night.

SUMMER 1 (YEAR 5)

Living things and their environment

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

David Attenborough

AUTUMN (EYFS)

The Natural World ●

Ourselves ●

SUMMER (EYFS)

Animals and their habitats ●

SPRING (EYFS)

Understanding the world ●

Keeping healthy/Hygiene ●

Growth and change ●

Autumn (Year 2)

- **Use of everyday materials**

Identify and compare the suitability of everyday materials.

- **Animals, including humans**

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). **Florence Nightingale**

Spring (Year 2)

Plants

Observe and describe how seeds and bulbs grow into plants.

Joseph Banks

SUMMER (Year 2)

Living things and their habitat

Identify and name a variety of plants and animals in their habitats, including micro-habitats

William Kirkby

AUTUMN (YEAR 6)

- **Light**

Recognise that light travels in straight lines.

Understand how light allows us to see things.

- **Animals, including Humans**

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. **William Harvey**

SPRING (YEAR 6)

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Nikola Tesla

SUMMER (YEAR 6)

- **Living things and their environment.**

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences

- **Evolution**

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago **Charles Darwin**

