



## Diet Strand Progression Document

|  | EYFS   | Y1/2  | Y3/4   | Y5/6   |
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| <p><b>Diet</b></p> <p>Taught through the Science curriculum<br/>Taught through the DT curriculum</p> | <ul style="list-style-type: none"> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-Shows care and concern for living things and the environment.</li> <li>-They make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>- To understand that equipment and tools have to be used safely. -scissors and glue. -cooking utensils such as cutters, knives and forks.</li> <li>-Children know the importance for good health and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>-Children know about, and can make healthy choices in relation to, healthy eating</li> </ul> | <ul style="list-style-type: none"> <li>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>-To select from and use a range of ingredients, according to their characteristics.</li> <li>-To use the following cutting techniques to keep safe. The fork secure: using a fork to hold cucumber steady and using a vegetable knife to slice.</li> <li>The bridge hold: making a bridge over the vegetable or fruit with the hand, fingers should be on one side and thumb should be on the other.</li> <li>-Use the basic principles of a healthy diet (five a day) to prepare dishes.</li> <li>-Understand where fruit and vegetables grow.</li> <li>-Evaluate their ideas against given design criteria.</li> <li>-Understand where a range of food comes from.</li> <li>- Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet.</li> <li>- Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy.</li> <li>- Follow a simple recipe with some guidance.</li> <li>- Work with adult supervision to use measuring spoons, zesters and juicers to prepare dishes.</li> <li>- Understand that some food is grown and some food is caught.</li> <li>- Use basic food handling, hygienic practices and personal hygiene.</li> </ul> | <ul style="list-style-type: none"> <li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>-Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>-Identify the different types of teeth in humans and their simple functions</li> <li>- Understand the eat well plate and know which foods they should be eating more and less of.</li> <li>- Understand and know where and how a variety of ingredients are grown.</li> <li>- Prepare ingredients safely and hygienically using appropriate kitchen utensils.</li> <li>- Understand the correct proportions of a balanced meal.</li> <li>- Be able to plant and care for a variety of ingredients so they yield produce.</li> <li>- Measure ingredients to the nearest millilitre accurately and assemble or cook ingredients.</li> <li>- To cut food using the claw hold technique independently.</li> <li>- Explain that a variety of food is needed in the diet because different foods contain different substances that are needed for health.</li> <li>-Explain seasonality and understand how the weather affects certain plants.</li> <li>- Understand how to control the temperature of the hob when cooking.</li> </ul> | <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> <li>-Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>-To know the impact of exercise on heart rate.</li> <li>- Explain nutritional similarities between different types of food eaten around the world and say why this is important.</li> <li>- Accurately follow a recipe.</li> <li>- Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes.</li> <li>-To be able to independently select appropriate cutting technique depending on ingredient and size and shape of pieces required.</li> <li>-Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this.</li> <li>- Say how an ingredient from a different part of the world might be prepared and used.</li> <li>-Understand the importance of correct storage and heating of rice using knowledge of spores, bacteria and how these cause food poisoning.</li> <li>-Work independently to accurately follow a recipe.</li> <li>-Use a wide range of advanced cooking techniques such as checking that food is cooked correctly and adjusting temperatures on the hob and oven which allow them to prepare a variety of complex savoury dishes.</li> </ul> |
|  | EYFS   | Y1/2  | Y3/4   | Y5/6   |

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| <p><b>Animals including humans</b></p> <p><b>Blue objectives are not concept-specific but show how concepts inter-relate.</b></p> | <ul style="list-style-type: none"> <li>-Shows interest in the lives of people who are familiar to them.</li> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-Shows care and concern for living things and the environment</li> <li>-Looks closely at similarities, differences, patterns and change.</li> <li>-Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>-They make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul> | <ul style="list-style-type: none"> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>-Notice that animals, including humans, have offspring which grow into adults</li> <li>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> | <ul style="list-style-type: none"> <li>-Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>-Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>-Identify the different types of teeth in humans and their simple functions</li> <li>-Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> | <ul style="list-style-type: none"> <li>-Describe the changes as humans develop to old age</li> <li>-Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>-Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>-To know the impact of exercise on heart rate.</li> <li>-To begin to identify biological and behavioural differences.</li> <li>-Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>-Describe the life process of reproduction in some plants and animals</li> </ul> |
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| <p><b>Living things and their habitats</b></p> <p><b>Blue objectives are not concept-specific but show how concepts inter-relate.</b></p> | <ul style="list-style-type: none"> <li>-Shows interest in the lives of people who are familiar to them.</li> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-Shows care and concern for living things and the environment</li> <li>-Looks closely at similarities, differences, patterns and change.</li> <li>-Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>-They make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul> | <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Plants)</li> <li>-Identify and describe the basic structure of a variety of common flowering plants, including trees. (Plants)</li> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Animals including humans)</li> <li>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Animals including humans)</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Animals, including humans)</li> <li>-Observe changes across the four seasons. (Seasonal change)</li> <li>-Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>-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.</li> <li>Notice that animals, including humans, have offspring which grown into adults (Animals including humans)</li> </ul> | <ul style="list-style-type: none"> <li>-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Plants)</li> <li>-Recognise that living things can be grouped in a variety of ways</li> <li>-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>-Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>-Construct a variety of food chains, identifying producers, predators and prey (Animals, including humans)</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>-Describe the life process of reproduction in some plants and animals.</li> <li>-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>-Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> |

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| <p><b>Seasonal Change</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <ul style="list-style-type: none"> <li>-Can talk about some of the things they have observed such as plants and animals.</li> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-Looks closely at similarities, differences, patterns and change.</li> <li>-Children know about similarities and differences in relation to places, objects, materials and living things.</li> </ul> | <ul style="list-style-type: none"> <li>-Observe changes across the four seasons</li> <li>-Observe and describe weather associated with the seasons and how day length varies</li> </ul> | <ul style="list-style-type: none"> <li>-Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Light)</li> </ul> | <ul style="list-style-type: none"> <li>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 Earth and space)</li> <li>-To be able to identify the impact the declining bee population has on the environment and agriculture (Plants)</li> </ul> |

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| <p><b>Evolution and Inheritance</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <ul style="list-style-type: none"> <li>-Recognises and describes special times or events for family or friends.</li> <li>-Children talk about past and present events in their own lives and in the lives of family members.</li> <li>-They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-Looks closely at similarities, differences, patterns and change.</li> </ul> | <ul style="list-style-type: none"> <li>-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. (Living things and their habitats)</li> </ul> | <ul style="list-style-type: none"> <li>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks)</li> <li>-Recognise that environments can change and that this can sometimes pose dangers to living things. (Living things and their habitats)</li> </ul> | <ul style="list-style-type: none"> <li>-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>-Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> |

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| <p><b>Materials</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <ul style="list-style-type: none"> <li>-Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>-Looks closely at similarities, differences, patterns and change.</li> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-Can talk about some of the things they have observed such as natural and found objects.</li> </ul> | <ul style="list-style-type: none"> <li>-Distinguish between an object and the material from which it is made</li> <li>-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>-Describe the simple physical properties of a variety of everyday materials</li> <li>-Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> | <ul style="list-style-type: none"> <li>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Rocks)</li> <li>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks)</li> <li>-Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Forces and magnets)</li> <li>-Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>-Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | <ul style="list-style-type: none"> <li>-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>-Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>-Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>-Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> |
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| <p><b>Rocks</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <ul style="list-style-type: none"> <li>-Can talk about some of the things they have observed such as natural and found objects.</li> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-Looks closely at similarities, differences, patterns and change.</li> </ul> | <ul style="list-style-type: none"> <li>-Distinguish between an object and the material from which it is made. (Everyday materials)</li> <li>-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Everyday materials)</li> <li>-Describe the simple physical properties of a variety of everyday materials. (Everyday materials)</li> <li>-Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Everyday materials)</li> <li>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Uses of everyday materials)</li> </ul> | <ul style="list-style-type: none"> <li>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>-Recognise that soils are made from rocks and organic matter.</li> </ul> | <ul style="list-style-type: none"> <li>-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Evolution and inheritance)</li> </ul> |

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| <p><b>Light</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <ul style="list-style-type: none"> <li>-Talks about why things happen and how things work</li> <li>-Looks closely at similarities, differences, patterns and change.</li> </ul> | <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals, including humans)</li> </ul> | <ul style="list-style-type: none"> <li>-Recognise that they need light in order to see things and that dark is the absence of light</li> <li>-Notice that light is reflected from surfaces</li> <li>-Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>-Find patterns in the way that the size of shadows change.</li> </ul> | <ul style="list-style-type: none"> <li>-Recognise that light appears to travel in straight lines</li> <li>-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</li> <li>-Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> |

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| <p><b>Forces</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <p>-Talks about why things happen and how things work.</p> | <p>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Uses of everyday materials)</p> | <p>-Compare how things move on different surfaces<br/>         -Notice that some forces need contact between two objects, but magnetic forces can act at a distance<br/>         -Observe how magnets attract or repel each other and attract some materials and not others<br/>         -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<br/>         -Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p>-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br/>         -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br/>         -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> |
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| <p><b>Sound</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <p>-Talks about why things happen and how things work</p> | <p>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals, including humans)</p> | <p>-Identify how sounds are made, associating some of them with something vibrating<br/>         -Recognise that vibrations from sounds travel through a medium to the ear<br/>         -Find patterns between the pitch of a sound and features of the object that produced it<br/>         -Find patterns between the volume of a sound and the strength of the vibrations that produced it<br/>         -Recognise that sounds get fainter as the distance from the sound source increases.</p> |      |

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| <p><b>Electricity</b></p> <p>Blue objectives are not concept-specific but show how concepts inter-relate.</p> | <p>-Talks about why things happen and how things work.</p> |      | <p>-Identify common appliances that run on electricity<br/>         -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br/>         -Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br/>         -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br/>         -Recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br/>         -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<br/>         -Use recognised symbols when representing a simple circuit in a diagram.</p> |

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| <p><b><u>Earth and Space</u></b></p> <p><b>Blue objectives are not concept-specific but show how concepts inter-relate.</b></p> | <ul style="list-style-type: none"> <li>-Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>-Shows care and concern for living things and the environment.</li> <li>-Looks closely at similarities, differences, patterns and change.</li> <li>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>-Talks about why things happen and how things work</li> <li>-Developing an understanding of growth, decay and changes over time</li> <li>-They talk about the features of their own immediate environment and how environments might vary from</li> </ul> | <ul style="list-style-type: none"> <li>-Observe changes across the four seasons. (Seasonal changes)</li> <li>-Observe and describe weather associated with the seasons and how day length varies. (Seasonal changes)</li> </ul> |      | <ul style="list-style-type: none"> <li>-Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>-Describe the movement of the Moon relative to the Earth</li> <li>-Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> |