



## Skills Progression Grid: Science

<b>Animals including humans</b>	Name a range of animals	I can identify and name a variety of common animals (mammals, reptiles, amphibians, birds and fish)	I can identify the basic need of survival for animals including humans (water, food and air)	I can identify that animals including humans need the right types and amount of nutrition and that this is from what they eat	I can describe the simple functions of the basic parts of the digestive system in humans	I can describe the changes as humans develop to old age	I can identify and name parts of the human circulatory system, and describe the function of the heart, blood vessels and blood
		I can identify and name a variety of common animals (carnivores, herbivores and omnivores)	I understand that animals have different offspring	I can identify that humans and some animals have skeletons and muscles for support, protection and movement	Identify the different types of teeth in humans and their simple functions		I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
		I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)	I can describe the importance of exercise, eating the right amount of food and hygiene for humans		Construct and interpret a variety of food chains, identify producers, predators and prey		I can describe the ways in which nutrients and water are transported within animals, including humans.
		I can identify, name and draw and label the basic parts of the human body and say which part of the body is associate with each sense					
<b>Rocks</b>				I can compare and group together different kinds of rocks based on their appearance			
				I can describe how fossils are formed			
				I can recognise that soils are made from rocks and organic matter			
<b>Light</b>				I can recognise they need light in order to see			I can recognise that light appears to travel in straight lines
				I can notice that light is reflected from surfaces.			I can use the idea of light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye
				I know the importance of protecting our eyes from the sun			I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
				I can explore shadows and understand how these are formed and find patterns in the way that the size of a shadow changes.			I can explain that we see light travels in straight lines to explain why shadows have the same shape as the objects that cast them
<b>Forces</b>				I can compare how things move on different surfaces		I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	

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				I can observe how magnets attract or repel each other and attract some materials and not others		I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces	
				I can 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		I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
				I can describe magnets as having two poles			
				Predict whether two magnets will attract or repel each other, depending on which poles are facing			
<b>Electricity</b>					I can identify common appliances that run on electricity		I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
					I can construct a simple series circuit and label the parts using recognised symbols		I can 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
					I can 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		I can use recognised symbols when representing a simple circuit in a diagram
					I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit		
					Recognise some common conductors and insulators, and associate metals with being good conductors		

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<b>Earth and space</b>						I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system	
						I can describe the movement of the Moon relative to the Earth	
						I can describe the Sun, Earth and Moon as approximately spherical bodies	
						I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
<b>Evolution and inheritance</b>							I can recognise that living things have changed over time and that fossils provide information about living things
							I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
							I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<b>Plants</b>		Identify and name a variety of common wild and garden plants. Including deciduous and evergreen trees	Observe and describe how seeds and bulbs grow into mature plants	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers			
		Identify and describe the basic structure of a variety of common flowering plants, including trees	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant			
				I can investigate the way in which water is transported within plants			
				I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			
<b>Seasonal changes</b>		I can observe the changes across the four seasons					

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		I can observe and describe weather associated with the seasons and how day length varies					
<b>Living things and their habitats</b>			Explore and compare the differences between things that are living and dead and things that have never been alive		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 according to common observable characteristics and based on similarities and difference, including microorganisms, plants and animals
			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		Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Describe the life process of reproduction in some plants and animals	Give reasons for classifying plants and animals based on specific characteristics.
			Identify and name a variety of plants and animals in their habitats, including micro habitats.		Recognise that environments can change and that this can sometimes pose dangers to living things		
			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.				
<b>States of matter</b>					I can compare and group materials together (solid, liquid and gas, solubility, conductivity and response to magnets)		
					I can observe that some materials change state and measure and record these temperatures.		
					I can identify the part played by evaporation and condensation in the water cycle		
<b>Sound</b>					Identify how sounds are made, associating some of them with something vibrating		
					Recognise that vibrations from sounds travel through a medium to the ear		

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					Find patterns between the pitch of a sound and features of the object that produces it		
					Find patterns between the volume of a sound and the strength of the vibrations that produced it.		
					Recognise that sounds gets fainter as the distance from sound sources increases		