

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	Questioning		I can begin to ask simple questions	I can confidently ask simple questions	I can begin to ask relevant questions and use scientific enquiry to answer them	I can confidently ask relevant questions and use scientific enquiry to answer them	I can begin to plan different types of scientific enquiries to answer questions	I can confidently plan different types of scientific enquiries to answer questions
	Observing Over time		I can begin to make observations using simple equipment	I can make observations using simple equipment	I can begin to make careful observations and take accurate measurements	I can make careful observations and take accurate measurements using a range of equipment	I can begin to take measurements using a range of scientific equipment. I can begin to take repeat findings when appropriate	I can take measurements using a range of scientific equipment. I can take repeat readings when appropriate
	Pattern Seeking		I can begin to perform simple investigations and identify patterns	I can perform simple investigations and identify patterns	I can begin to gather, record and present data in a variety of ways.	I can gather, record and present data in a variety of ways. I can then record findings using scientific language.	I can begin to record data and results of increasing complexity.	I can record data and results of increasing complexity.
	Identifying, Classifying and grouping		I can begin to identify and classify	I can identify and classify	I can begin to classify data	I can classify data	I can begin to identify scientific evidence that has been used to support or refute ideas or arguments	I can identify scientific evidence that has been used to support or refute ideas or arguments
	Comparative and fair testing			I can use data to compare and answer questions	I can begin to set up simple, practical enquiries, comparative and fair tests	I can set up simple, practical enquiries, comparative and fair tests	I can plan enquiries that control variables when necessary. Use test results to make predictions to set up further comparative and fair tests	I can use test results to make predictions to set up further comparative and fair tests.
			I can distinguish between an object and the material it is made from.	I can identify and compare the suitability of everyday materials			I know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution	
			I can identify and name a variety of everyday materials	I can find out how the shapes of solid objects made from some materials can be changed			I can decide how mixtures might be separated- filtering, sieving and evaporating	
Materials			I can name and describe the properties of a range of everyday materials				I understand the difference between reversible and irreversible changes and the formation of new substances.	
			I can compare and group together a variety of everyday materials on the basis of their simple physical properties					





	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 identify and name parts of the human circulatory system, and describe the function of the heart, blood vessels and blood
Animals including humans	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 ar 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				
				I can compare and group together different kinds of rocks based on their appearance		
Rocks				I can describe how fossils are formed		
				I can recognise that soils are made from rocks and organic matter		
				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
Light				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 th 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
Forces				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	





			I can observe how magnets	
			attract or repel each other	
			and attract some materials	
			and not others	
			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 describe magnets	
			_	
			as having two poles	
			Predict whether two	
			magnets will attract or	
			repel each other,	
			depending on which	
			poles are facing	
			perce a. e rae8	
				I can identify common
				appliances that run on
				electricity
Electricity				
Licetherty				I can construct a simple series
				circuit and label the parts
				using recognised symbols
	L			
				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 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



I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces	
I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
	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 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 use recognised symbols when representing a simple circuit in a diagram



Earth and space				l ca of t pla the
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Evolution and				
inheritance				
Plants	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.	
Seasonal changes	I can observe the changes across the four seasons			



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.	
	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.



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		n observe and				
		cribe weather				
		ociated with the				
		sons and how day				
	len	gth varies		 		
Living things and their habitats			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 Identify and name a variety of	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments	Describe the life process of reproduction in some plants and animals	Give reasons for classifying plants and animals based on specific characteristics.
			plants and animals in their habitats, including micro habitats.	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.			
States of matter				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		
Sound				Identify how sounds are made, associating some of them with something vibrating		
				 Recognise that vibrations from sounds travel through a medium to the ear		





	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

