Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning and Predicting	Ask questions	Ask simple questions	Use observations and ideas to suggest answers to	Ask relevant questions Start to make predictions	Make sensible predictions	Use test results to make appropriate, linked predictions	Make predictions for new Values
			questions		Suggest possible further Questions	and ask further questions	Use a range of sources to support own evidence
					Use straightforward	Recognise when other sources	and talk about how scientific
					scientific evidence to answer	of information (secondary	ideas have developed over time
					questions and support their findings	sources) will help answer questions that cannot be	Evaluate the reliability of
						answered through practical investigations	their methods and suggest improvements
							Identify scientific
							evidence that has been used to support
							or refute ideas or
Planning and	Talk about what is being	Recognise that questions	Carry out pre-planned	Use different types of	Set up fair tests	Plan different types of	arguments Set up further
carrying out	done in order to answer	can be answered in	investigations – with	scientific enquiries to	,	scientific enquiries to	comparative and
investigations	their questions	different ways	support	answer questions	Identify differences, similarities or changes	answer questions – including recognising	fair tests in response to results
	questions	Perform simple tests		Set up simple practical	related to simple	and controlling variables	1630113
				Enquiries	scientific ideas and processes	where necessary	
				Set up simple comparative tests		Suggest sensible improvements	
				Comparative lesis		to experiments	
Taking and	Make observations	Observe closely	Gather and record data	Start to make systematic	-	Take accurate, precise	Choose the most
recording observations,		Use simple equipment	to help	and careful observations	careful observations	measurements using appropriate equipment	appropriate method for recording data and
measurements and results			answer questions – with support	Take accurate measurements	Take accurate measurements	Know and explain when	results of increasing complexity
ana 1030113			3000011	using standard units	using standard units using	it is appropriate to take	Complexity
					a range of equipment	repeat measurements	Make a series of
				Gather and record data to help	including thermometers and data	Gather, record, classify	observations, comparisons and
				answer questions	loggers	and present data in a	measurements with
				·		variety of ways including	precision
				Start to record findings	Record findings using	scientific diagrams and	
				using simple scientific language	simple scientific language –	labels, keys, graphs and tables	
				Idigodgo	demonstrate through	IGOIOS	
					drawings, labelled		
					diagrams, keys, bar		
		1			charts and tables		



	plaining results and drawing conclusions	Talk about why things happen Talk about changes	Talk about what they have found out	Start to use simple scientific language in context Identify and classify objects as part of an investigation	Report back on findings verbally Form conclusions from findings Suggest improvements to investigations Use straightforward scientific evidence to answer questions	Classify and present data in a variety of ways to help in answering questions Report back on findings verbally and through written explanations, displays, presentations etc Form sensible conclusions from findings	Use scientific evidence to answer questions Use scientific evidence to support findings Use results to draw conclusions	Present observations and data using appropriate methods Report and present results including conclusions, causal relationships and explanations Make conclusions consistent with evidence and related to scientific understanding
	Seasonal Changes	Talk about the features of their own immediate environment and how environments might vary from one another Talk about changes	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies					
Biology	Animals	Make observations of animals, explain why some things occur and talk about changes	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Notice that animals, including humans have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)	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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Construct and interpret a variety of food chains, identifying producers, predators and prey		Describe the ways in which nutrients and water are transported within animals (including humans)
	Humans	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Notice that humans have offspring which grow into adults Find out about and describe the basic needs for survival (food, water, air) Describe the importance for humans of exercise,	Identify that humans need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat Identify that humans have skeletons and	Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions	Describe the changes as humans develop to old age	Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function



			eating the right amounts of different types of food, and hygiene	muscles for support, protection and movement			Describe the ways in which nutrients and water are transported within humans (and other animals)
Plants	Make observations of plants, explain why some things occur and talk about changes	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed			
Living Things and their Habitats Evolution and Inheritance (Year 6)	Know about similarities and differences in relation to living things Talk about the features of their own immediate environment and how environments might vary from one another		Explore and compare the differences between things that are living, dead and things that have never been alive 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 plants and		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 Recognise that environments can change and that this can sometimes pose dangers to living things	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of reproduction in some plants and animals	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Recognise that living things have changed over time and that fossils provide



				habitats – including microhabitats Describe how animals obtain their food from plants and other animals using the idea of a simple food chain – identify and name different sources of food				about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment and that adaptations lead to evolution
Physics	Materials Including: Everyday uses of materials, Rocks, Properties and changes, States of matter	Know about similarities and differences in relation to materials and objects	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	Compare and group materials together according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled: measure or research the temperature at which this happens in degrees C (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Compare and group everyday materials based on their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism Know some materials dissolve in liquid to form a solution and describe how to recover a substance from solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, evidence from comparative and including through filtering, sieving and evaporating Give reasons, based on fair tests, for the particular uses of everyday materials, including metals, wood and plastic	



		D 1 . 1 . 1 . 1	7
		Demonstrate that	
		dissolving, mixing and	
		changes of state are	
		reversible changes	
		Evalois that care	
		Explain that some	
		changes result in the	
		formation of new	
		materials and that these	
		changes are not usually	
		reversible e.g.: changes	
		from burning or the	
		action of acid on	
		bicarbonate of soda	
Light	Recognise that light is		ecognise that light
	needed in order to see	· ·	opears to travel in
	things and that	str	raight lines
	dark is the absence of		
	light		se the idea that light
			avels in straight lines to
	Notice that light is	ex	xplain that objects are
	reflected from surfaces	se	en because they
		gi	ve out or reflect light
	Recognise that light from	l int	to the eye
	the sun can be		·
	dangerous and that	Ex	plain that we see
	there are ways to protect		ings because light
	their eyes '		avels from light
			ources to our eyes or
	Recognise that shadows		om light sources to
	are formed when the		ojects and then to
	light from a light source is		ur eyes
	blocked by an opaque		31 3 4 3 3
	object		se the idea that light
	Object		avels in straight lines to
	Find patterns in the way		xplain why shadows
	that the size of shadows		ave the same shape
	change		s the objects that cast em
Forces and	Compare how things	Explain that unsupported	IGITI
Magnets	move on different	objects fall towards the	
Magnets	surfaces	Earth because of the	
	suraces		
	Notice that some forces	force of gravity	
		acting between the	
	need contact between	Earth and the falling	
	two objects, but	object	
	magnetic forces can act		
	at a distance	Identify the effects of air	
		resistance, water	
		resistance and friction,	
		that act between	



		T		T		I
			Observe how magnets		moving surfaces	
			attract or repel each			
			other and attract		Recognise that some	
			some materials and not		mechanisms including	
			others		levers, pulleys and gears	
			0.110.10		allow a smaller force to	
			Compare and group		have a greater effect	
					l liave a greater effect	
			together a variety of			
			everyday materials on			
			the basis of whether they			
			are attracted to a			
			magnet and identify			
			some magnetic materials			
			Describe magnets as			
			having two poles			
			Predict whether two			
			magnets will attract or			
			repel each other			
			depending on which			
			poles are facing			
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 nattorns between		
				Find patterns between		
				the pitch of a sound and		
				features of the object		
				that produced it		
				Find patterns between		
				the volume of a sound		
				and the strength of the		
				vibrations that		
				produced it		
				Recognise that sounds		
				get fainter as the		
				distance from the		
				sound source increases		



For hand To			 	 		
Forth and Soope So	Electricity			identify common		Associate the brightness
Construct a simple series decicios circuit classifying and naming interest and provided in the circuit classifying and naming interest and provided in the circuit classifying and naming in the circuit classifying and naming in the circuit classifying and naming in the circuit classifying and provided an						
Construct a simple series electrical circuit administ been larger and normaling continued in the property of t				that run on electricity		
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