

SCIENCE OBJECTIVES (YEAR 1)		A1	A2	A3
Scientific Enquiry	Through practical science methods, processes and skills should be developed aligned to the study content focusing upon:			
	I can ask simple questions.	√		
	I can observe closely, using some simple equipment.		√	
	I can perform simple tests.	√		
	I can identify and classify.			√
	I can use observations and ideas to suggest answers to questions.		√	
	I can begin to make records of findings in appropriate forms.	√		√
	I can collect evidence to try to answer a question.	√	√	√
	I can say what I think might happen.	√	√	
	I can say what my observations show, and whether it was what I expected.	√	√	
Animals including humans	I can draw simple conclusions and explain what they did.	√	√	√
	I can name different common animals including fish, amphibians, reptiles, birds and mammals.			√
	I can name a variety of common animals that are carnivores, herbivores and omnivores.			√
	I can describe and compare the bodies of different animals.			√
Seasonal changes	I can name, draw and label basic parts of the human body and say which part of the body allows you to sense.			√
	I can observe the changes across all four seasons.	√		
	I can observe and describe weather seen in different seasons.	√		
Materials	I can observe and describe how the length of day changes.	√		
	I can tell the difference between an object and the material it is made of.	√		
	I can name everyday materials (including wood, plastic, glass, metal, water and rock).	√		
	I can describe properties (the way it looks, feels etc) of everyday materials.	√		
Plants	I can compare and group everyday materials.	√		
	I can identify the basic structure of plants.		√	
	I can identify different plants, flowers and trees.		√	
	I can explain the steps of a plant's life from seed to flower.		√	

SCIENCE OBJECTIVES (YEAR 2)		A1	A2	A3
Scientific Enquiry	Through practical science methods, processes and skills should be developed aligned to the study content focusing upon:			
	I can ask simple questions.	√		
	I can observe closely, using some simple equipment.		√	
	I can perform simple tests.	√		
	I can identify and classify.	√		
	I can use observations and ideas to suggest answers to questions.		√	
	I can gather and record data to help in answering questions and consider presenting findings.	√	√	√
	I can start to consider the idea of fair testing.	√		
	I can say what I think might happen.	√	√	√
I can describe my predictions and explain the conclusion.	√	√	√	
Living Things and Habitats	I can explore and compare the differences between things that are living, dead and things that have never been alive.	√		
	I can describe how different habitats provide for the basic needs of different kinds of animals and plants.	√		
	I can identify that most living things live in habitats suited to their needs.	√		
	I can understand that habitats, animals and plants depend on each other.	√		
	I can identify and name a variety of plants and animals in their habitats including micro-habitats.	√		
	I can describe how animals get their food from plants and other animals.	√		
	I can draw simple food chains and identify different sources of food.	√		
Animals Including Humans	I can investigate and describe the basic needs of animals, including humans.			√
	I can understand what animals and humans need to survive (water, food, air and shelter).			√
	I can investigate the importance of exercise, hygiene and eating a healthy balanced diet.			√
	I can understand and explain that animals, including humans, have offspring which grow into adults.			√
Plants	I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.		√	
	I can observe and describe how seeds and bulbs grow into mature plants.		√	
Materials	I can identify and compare the uses of everyday materials for a particular purpose (wood, metal, plastic, glass, brick, rock, paper and cardboard).	√		
	I can investigate how solid objects can be bent, twisted, squashed or stretched.	√		

SCIENCE OBJECTIVES (YEAR 3)		A1	A2	A3
Scientific Enquiry	Through practical science methods, processes and skills should be developed aligned to the study content focusing upon:			
	I can ask relevant questions.		√	
	I can set up simple practical enquiries, comparative and fair tests.		√	
	I can make accurate measurements using standard units, using some equipment.		√	
	I can gather, record, classify and present data in a variety of ways to help with answering questions.	√	√	√
	I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	√		
	I can report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.	√		√
	I can use results to draw simple conclusions and suggest improvements.	√	√	√
	I can identify differences, similarities or changes related to simple scientific ideas and processes.			√
	I can use straightforward scientific evidence to answer questions or to support their findings.	√		√
Animals including humans	I can make generalisations and begin to identify simple patterns in results presented in tables.	√		
	I can identify that animals (including humans) need the right types of nutrition.			√
	I can understand that animals cannot make their own food and they get their nutrition from what they eat.			√
Plants	I can identify that humans and some animals have skeletons and muscles for support, protection and movement.			√
	I can explore what a plant needs in order to live and grow.		√	
	I can investigate the way in which water is transported within plants.		√	
	I can identify and describe the functions of different parts of flowering plants.		√	
Forces and Magnets	I can explore the part that flowers play in life cycle of flowering plants, including pollination, seed formation and seed dispersal.		√	
	I can predict whether two magnets will attract or repel each other depending on which poles are facing.		√	
	I can compare and group a variety of materials on whether they are attracted to magnets.		√	
	I can compare how things move on different surfaces.		√	
	I can describe magnets as having two poles.		√	
	I can observe how magnets attract and repel each other and attract some materials.		√	
Rocks and Soil	I can notice that some forces need contact between two objects, but magnetic forces can work at a distance.		√	
	I can describe how fossils are formed when things that have lived are trapped within rock.	√		
	I can compare and group different kinds of rock by looking at their appearance and properties.	√		
Light	I can recognise that soils are made from rock and organic matter.	√		
	I can recognise that we need light in order to see things and that dark is the absence of light.	√		
	I can recognise that shadows are formed when light from a source is blocked by a solid object.	√		
	I can recognise that light from the sun can be dangerous and that there are ways to protect your eyes.	√		
	I can find patterns in the way that the sizes of shadows change.	√		
	I can notice that light is reflected from surfaces.	√		

SCIENCE OBJECTIVES (YEAR 4)		A1	A2	A3
Scientific Enquiry	Through practical science methods, processes and skills should be developed aligned to the study content focusing upon:			
	I can ask relevant questions.		✓	
	I can set up simple practical enquiries, comparative and fair tests.		✓	
	I can make accurate measurements using standard units, using a range of equipment.		✓	
	I can gather, record, classify and present data in a variety of ways to help with answering questions.	✓		
	I can record findings using scientific language, drawings, labelled diagrams, bar charts and tables.	✓		✓
	I can report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.	✓		✓
	I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.		✓	
	I can identify differences, similarities or changes related to simple scientific ideas and processes and consider patterns.	✓	✓	✓
	I can use straightforward scientific evidence to answer questions or to support my findings.	✓	✓	✓
Living things and habitats	I can make measurements of temperature, time and force as well as measurements of length	✓		
	I can recognise that living things can be grouped in a variety of ways.	✓		
	I can explore and use classification keys to help group, identify and name living things.	✓		
Animals and humans	I can recognise that environments can change and this can sometimes cause dangers to living things.	✓		
	I can describe the simple functions of the basic parts of the digestive system in humans.			✓
	I can identify the different types of teeth in humans and their simple functions.			✓
States of matter	I can draw and discuss a variety of food chains, identifying producers, predators and prey.			✓
	I can observe materials changing state when heated or cooled.	✓		
	I can measure and record temperature in (degrees Celsius).	✓		
	I can compare and group materials together, based on whether they are solids, liquids or gases.	✓		
Sound	I can identify the roles of evaporation and condensation in the water cycle.	✓		
	I can find patterns between the volume of sound and the strength of the vibrations that produced it.		✓	
	I can explore how instruments make sound and discuss how to change the pitch.		✓	
	I can recognise that vibrations from sounds travel through sound waves to the ear.		✓	
	I can identify how sounds are made, associating these with vibrations.		✓	
Electricity	I can recognise that sounds become fainter as the distance from the sound increases.		✓	
	I can recognise some common conductors and insulators and associate metals with being good conductors.		✓	
	I can identify common appliances which run on electricity.		✓	
	I can construct a simple series circuit and name its basic parts (cells, buzzers, wires, switches and bulbs).		✓	
	I can identify whether or not a bulb will light in a simple series circuit, based on whether or not the bulb is part of a complete loop.		✓	

SCIENCE OBJECTIVES (YEAR 5)		A1	A2	A3
Scientific Enquiry	Through practical science methods, processes and skills should be developed aligned to the study content focusing upon:			
	I can plan enquiries, including recognising and controlling variables where necessary.	√	√	
	I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.	√	√	
	I can record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs and models.	√	√	
	I can report findings from enquiries, including oral and written explanations of results and conclusions.	√	√	√
	I can present findings in written form, displays and other presentations.	√	√	√
	I can use test results to make predictions to set up further comparative and fair tests.		√	
	I can use simple models to describe scientific ideas.	√	√	√
Living things and their habitats	I can identify scientific evidence that has been used to support or refute ideas or arguments.			√
	I can describe the life process of reproduction in some plants, including sexual and asexual reproduction.	√		
	I can describe the life process of reproduction in some animals.	√		
Animals and Humans	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	√		
	I can describe the changes as humans develop to old age.			√
Properties and changes of materials	I can understand that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.	√		
	I can use knowledge of solids, liquids and gases to decide how materials might be separated (including filtering, sieving and evaporating).	√		
	I can explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.	√		
	I can give reasons based on evidence from testing, for the uses of everyday materials.	√		
	I can demonstrate that dissolving, mixing and changes of state are reversible changes.	√		
Earth and space	I can compare and group together materials by their properties (including harness, solubility, transparency, conductivity and response to magnets).	√		
	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 describe the movement of the Earth, and other planets, relative to the Sun in the solar system.		√	
	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.		√	
Forces	I can explain that unsupported objects fall towards the Earth because of the force of gravity.		√	
	I can identify the effects of air resistance, water resistance and friction.		√	
	I can recognise that some mechanisms (including levers, pulleys and gears) allow a smaller force to have a greater effect.		√	

SCIENCE OBJECTIVES (YEAR 6)		A1	A2	A3
Scientific Enquiry	Through practical science methods, processes and skills should be developed aligned to the study content focusing upon:			
	I can plan enquiries, including recognising and controlling variables where necessary.	√	√	
	I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.	√		
	I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models.	√	√	√
	I can report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions and consider patterns.	√	√	√
	I can present findings in written form, displays and other presentations.	√	√	√
	I can use test results to make predictions to set up further comparative and fair tests.	√		
	I can use simple models to describe scientific ideas.	√	√	√
	I can identify scientific evidence that has been used to support or refute ideas or arguments.	√	√	√
	I can choose what evidence to collect to investigate a question, ensuring the evidence is sufficient.	√	√	
Animals and humans	I can measure pulse rate.			√
	I can identify and name the main parts of the human circulatory system.			√
	I can describe the functions of the heart, blood vessels and blood.			√
	I can describe the effects of diet, exercise and a healthy lifestyle on how our bodies function.			√
Living Things and Habitats	I understand the ways in which nutrients and water are transported within animals including humans.			√
	I can classify living things into groups, including micro-organisms, plants and animals.	√		
	I can justify my decision to group animals based on specific characteristics.	√		
Electricity	I can use and construct keys to identify animals, plants and microorganisms.	√		
	I can associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in a circuit.		√	
	I can compare and justify how components of a circuit function (the brightness of a bulb, the volume of a buzzer and the on/off position of switches).		√	
Light	I can use the correct symbols when representing a simple circuit in a diagram.		√	
	I can recognise that light travels in straight lines.	√		
	I can explain that we see things because light travels from light sources into our eyes or from light sources to objects and then to our eyes.	√		
	I understand that when light travels in straight lines, objects are seen because they give out or reflect light into the eye.	√		
	I can use diagrams to show how light is reflected and how shadows are formed.	√		
	I can describe how the size and shape of a shadow is affected by the position and type of light source.	√		
Evolution and Inheritance	I can describe materials as opaque, translucent and transparent.	√		
	I can recognise that living things have changed over time.		√	
	I understand that fossils provide vital information about living things that inhabited the earth millions of years ago.		√	
	I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		√	
	I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.		√	

