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| **SCIENCE OBJECTIVES (YEAR 1 and YEAR 2)** | | **A1** | **A2** | **A3** | **B1** | **B2** | **B3** |
| **Thinking Scientifically** | Through practical science methods, processes and skills should be developed aligned to the study content focusing upon: | | | |  |  |  |
| I can ask simple questions (Y1 and Y2) | √ | √ | √ | √ | √ | REVISION OF YEAR CONTENT |
| I can observe closely, using some simple equipment (Y1 and Y2) |  | √ | √ | √ | √ |
| I can perform simple tests (Y1 and Y2) | √ |  | √ |  |  |
| I can identify and classify (Y1 and Y2) | √ | √ | √ | √ | √ |
| I can use observations and ideas to suggest answers to questions (Y1 and Y2) | √ | √ | √ | √ | √ |
| I can begin to make records of findings in appropriate forms (Y1 and Y2) | √ | √ | √ | √ |  |
| I can collect evidence to try to answer a question (Y1 and Y2) | √ | √ | √ | √ |  |
| I can say what I think might happen (Y1 and Y2) | √ | √ | √ | √ | √ |
| I can say what my observations show, and whether it was what I expected (Y1 and Y2) | √ |  | √ | √ |  |
| I can draw simple conclusions and explain what they did (Y1 and Y2) | √ |  |  | √ |  |
| I can gather and record data to help in answering questions and consider findings (Y2) | √ |  | √ | √ |  |
| I can start to consider the idea of fair testing (Y2) | √ |  | √ |  |  |
| I can describe my predictions and explain the conclusion (Y2) | √ |  | √ |  |  |
| **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. |  | √ |  |  |  |
| **Animals including humans** | 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. |  | √ |  |  | √ |
| I can name, draw and label basic parts of the human body and say which part of the body allows you to sense. |  | √ |  |  | √ |
| **Animals including humans** | 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. |  |  |  |  | √ |
| 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. |  | √ |  |  | √ |
| **Seasonal changes** | I can observe the changes across all four seasons. |  |  |  | √ |  |
| I can observe and describe weather seen in different seasons. |  |  |  | √ |  |
| I can observe and describe how the length of day changes. |  |  |  | √ |  |
| **Materials** | 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. | √ |  |  |  |  |
| I can compare and group everyday materials. | √ |  |  |  |  |
| **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. | √ |  |  |  |  |

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| YEAR 1 |  | YEAR 2 |  |

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| **SCIENCE OBJECTIVES (YEAR 3 and YEAR 4)** | | | **A1** | | **A2** | | **A3** | | **B1** | | **B2** | | **B3** |
| **Thinking Scientifically** | 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, 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 their findings. | √ | | √ | | √ | | √ | |  | | √ | |
| I can make generalisations and begin to identify simple patterns in results presented in tables. |  | |  | | √ | | √ | |  | | √ | |
| I can make measurements of temperature, time and force as well as measurements of length |  | |  | | √ | |  | |  | |  | |
| **Animals including humans** | 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. |  | | √ | |  | |  | | √ | |  | |
| I can identify that humans and some animals have skeletons and muscles for support, protection and movement. |  | |  | |  | |  | | √ | |  | |
| 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. |  | | √ | |  | |  | |  | |  | |
| I can draw and discuss a variety of food chains, identifying producers, predators and prey. |  | | √ | |  | |  | |  | |  | |
| **Plants** | 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. |  | |  | |  | |  | | √ | |  | |
| I can explore the part that flowers play in life cycle of flowering plants, including pollination, seed formation and seed dispersal. |  | |  | |  | |  | | √ | |  | |
| **Forces and Magnets** | 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. |  | |  | |  | |  | |  | | √ | |
| I can notice that some forces need contract between two objects, but magnetic forces can work at a distance. |  | |  | |  | |  | |  | | √ | |
| **Rocks and Soil** | 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. |  | |  | |  | | √ | |  | |  | |
| I can recognise that soils are made from rock and organic matter. |  | |  | |  | | √ | |  | |  | |
| **Light** | 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. |  | |  | |  | |  | |  | | √ | |
| **Living things and habitats** | 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. |  | |  | | √ | |  | |  | |  | |
| I can recognise that environments can change and this can sometimes cause dangers to living things. |  | |  | | √ | |  | |  | |  | |
| **States of matter** | 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. |  | |  | | √ | |  | |  | |  | |
| I can identify the roles of evaporation and condensation in the water cycle. |  | |  | | √ | |  | |  | |  | |
| **Sound** | 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. | √ | |  | |  | |  | |  | |  | |
| I can recognise that sounds become fainter as the distance from the sound increases. | √ | |  | |  | |  | |  | |  | |
| **Electricity** | 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. |  | | √ | |  | |  | |  | |  | |

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| **SCIENCE OBJECTIVES (YEAR 5)** | | **A1** | **A2** | **A3** |
| **Thinking Scientifically** | 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. | √ | √ | √ |
| I can identify scientific evidence that has been used to support or refute ideas or arguments. |  | √ | √ |
| I can measure pulse rate. | √ | √ | √ |
| **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 life process of reproduction in some plants and animals. |  |  | √ |
| I can describe the changes as humans develop to old age. |  |  | √ |
| **States of matter** | 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. |  | √ |  |
| I can compare and group together materials by their properties (including harness, solubility, transparency, conductivity and response to magnets). |  | √ |  |
| **Earth and space** | 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. | √ |  |  |
| I can explain that unsupported objects fall towards the Earth because of the force of gravity. | √ |  |  |
| **Forces** | 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. | √ |  |  |

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| **SCIENCE OBJECTIVES (YEAR 6)** | | **A1** | **A2** | **A3** |
| **Thinking Scientifically** | 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 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 justify my decision to group animals based on specific characteristics. |  | √ |  |
| 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 classify living things into groups, including micro-organisms, plants and animals. |  | √ |  |
| I understand the ways in which nutrients and water are transported within animals including humans. |  |  | √ |
| **Electricity** | 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). | √ |  |  |
| I can use the correct symbols when representing a simple circuit in a diagram. | √ |  |  |
| **Light** | 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. | √ |  |  |
| **Evolution and Inheritance** | 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. |  | √ |  |