

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Seasonal Changes</p> <p>Can I recognise and identify changes in weather and seasonal features? Can I record observations about weather? Can I make observations about changing to animals behaviour?</p>	<p>The Natural World</p> <p>Can I identify the features of contrasting environments? (local and national region) Can I name specific features of the world, both natural and made by people? Can I use resources (ie. non fiction texts) to learn about contrasting environments? Can I explain the features of the local environment and contrasting environments?</p>	<p>Changes and Forces</p> <p>Can I talk about my experiences about changes to materials from one state to another? Can I explore how different materials sink and float? Can I explain my understanding of shadows? Can I use relevant vocabulary in context? Can I describe my observations of forces?</p>	<p>Lifecycles</p> <p>Can I identify the key features of the life cycle of a plant and an animal. Can I demonstrate and explain the concepts of growth, change and decay with natural materials. Can I use resources (books, wall display and online resources) to research? Can I use relevant vocabulary in context? Can I use my senses to explore the natural world around me? Can I explain how to care for the natural world? Can I make close observations about the world around me? Can I draw my understanding? Can I observe and interact with natural processes? (ie. lifecycles, floating, changes, forces)</p>	<p>The Natural World</p> <p>Can I use my senses to explore the natural world around me? Can I explain how to care for the natural world? Can I make close observations about the world around me? Can I draw my understanding? Can I observe and interact with natural processes? (ie. lifecycles, floating, changes, forces)</p>	<p>Plants</p> <p>Can I make observations and describe the natural world? (including plants and animals) Can I name and describe some plants and animals?</p>
Year 1	<p>Animals including humans</p> <p>Can I name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?</p>	<p>Seasonal changes</p> <p>Can I observe changes across the 4 seasons? Can I observe and describe weather associated with the seasons and how day length varies?</p>	<p>Everyday Materials</p> <p>Can I distinguish between an object and the material from which it is made? Can I name a variety of everyday materials (wood, plastic, glass, metal, water, and rock)? Can I describe the simple physical properties of everyday materials? Can I compare and group everyday materials by their simple physical properties?</p>	<p>Seasonal changes</p> <p>Can I observe changes across the 4 seasons? Can I observe and describe weather associated with the seasons and how day length varies?</p>	<p>Plants</p> <p>Can I identify and name a variety of common wild and garden plants? Can I identify and describe the basic structure of a variety of common flowering plants?</p>	<p>Animals including humans</p> <p>Can I name a variety of common animals (fish, amphibians, reptiles, birds and mammals)? Can I name a variety of common animals that are carnivores, herbivores and omnivores? Can I describe and compare the structure of a variety of common animals?</p>
Year 2		<p>Use of everyday materials</p> <p>Can I identify and compare the suitability of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) for particular uses? Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</p>		<p>Living things and their habitats</p> <p>Can I explore and compare the differences between things that are living, dead, and have never been alive? Can I identify that living things live in habitats and describe how different habitats provide for their basic needs and how they depend on each other? Can I name a variety of plants and animals in their habitats, including microhabitats? Can I describe how animals obtain their food from plants and other animals (simple food chains) and identify and name different sources of food?</p>	<p>Plants</p> <p>Can I observe and describe how seeds and bulbs grow into mature plants? Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?</p>	<p>Animals including humans</p> <p>Can I explain that animals, including humans, have offspring which grow into adults? Can I describe the basic needs of animals, including humans, for survival (water, food, air)? Can I describe the importance of exercise, eating the right amounts of different types of food, and hygiene?</p>

Year 3	<p style="text-align: center;">Rocks</p> <p>Can I compare and group different kinds of rocks by their appearance and simple physical properties? Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock? Can I recognise that soils are made from rocks and organic matter?</p>	<p style="text-align: center;">Light</p> <p>Can I recognise that we need light to see things and that dark is the absence of light? Can I see that light is reflected from surfaces? Can I recognise that light from the sun can be dangerous and ways to protect my eyes? Can I recognise that shadows are formed when the light from a light source is blocked by an opaque object? Can I find patterns in the way that the size of shadows change?</p>	<p style="text-align: center;">Plants</p> <p>Can I identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers? Can I explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant? Can I investigate the way in which water is transported within plants? Can I explore the part that flowers play in the life cycle of flowering plants (pollination, seed formation and seed dispersal)?</p>	<p style="text-align: center;">Working scientifically</p> <p>Can I set up practical enquiries, aware of how to make a test fair? Can I make careful observations and make accurate measurements? Can I record and present data to help answer my questions? Can I report findings and draw simple conclusions? Can I identify similarities and differences related to scientific processes?</p>	<p style="text-align: center;">Forces and magnets</p> <p>Can I compare how things move on different surfaces? Can I notice that some forces need contact between 2 objects, but magnetic forces can act at a distance? Can I observe how magnets attract or repel each other and attract some materials and not others? Can I compare and group everyday materials by whether they are attracted to a magnet, and identify some magnetic materials? Can I describe magnets as having 2 poles? Can I predict whether 2 magnets will attract or repel each other, depending on which poles are facing?</p>	<p style="text-align: center;">Animals including humans</p> <p>Can I identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make food; they get nutrition from what they eat? Can I identify that humans and some other animals have skeletons and muscles for support, protection and movement?</p>
Year 4	<p style="text-align: center;">Animals including humans</p> <p>Can I describe the simple functions of the basic parts of the digestive system in humans? Can I identify the different types of teeth in humans and their simple functions? Can I construct and interpret a variety of food chains, identifying producers, predators and prey?</p>	<p style="text-align: center;">Working scientifically</p> <p>Can I set up practical enquiries, comparative and fair tests? Can I make careful observations, accurate measurements using a variety of equipment? Can I record, classify and present data to help answer my questions? Can I report findings using simple scientific language and draw simple conclusions, making predictions? Can I identify similarities and differences related to scientific processes?</p>	<p style="text-align: center;">States of matter</p> <p>Can I compare and group materials together, according to whether they are solids, liquids or gases? Can I observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)? Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?</p>	<p style="text-align: center;">Electricity</p> <p>Can I identify common appliances that run on electricity? Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers? Can I identify whether 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? Can I recognise that a switch opens and closes a circuit and whether or not a lamp lights in a simple series circuit? Can I recognise some common conductors and insulators, and associate metals with being good conductors?</p>	<p style="text-align: center;">Sound</p> <p>Can I identify how sounds are made, associating some of them with something vibrating? Can I recognise that vibrations from sounds travel through a medium to the ear? Can I find patterns between the pitch of a sound and features of the object that produced it? Can I find patterns between the volume of a sound and the strength of the vibrations that produced it? Can I recognise that sounds get fainter as the distance from the sound source increases?</p>	<p style="text-align: center;">Living things and their habitats</p> <p>Can I recognise that living things can be grouped in a variety of ways? Can I use classification keys to group, identify and name living things in their local and wider environment? Can I recognise that environments can change and that this can sometimes pose dangers to living things?</p>

<p>Year 5</p>	<p>Animals including humans</p> <p>Can I describe the changes as humans develop to old age?</p>	<p>Earth and Space</p> <p>Can I describe the movement of the Earth and other planets relative to the sun in the solar system?</p> <p>Can I describe the movement of the moon relative to the Earth?</p> <p>Can I describe the sun, Earth and moon as approximately spherical bodies?</p> <p>Can I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?</p>	<p>Properties and changes of materials</p> <p>Can I compare and group everyday materials by their properties and response to magnets)?</p> <p>Can I understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?</p> <p>Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated (filtering, sieving and evaporating)?</p> <p>Can I give reasons, using evidence from comparative and fair tests, for the particular uses of everyday materials (metals, wood and plastic)?</p> <p>Can I demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can I explain that some changes result in the formation of new materials, reversible and irreversible changes (changes associated with burning and the action of acid on bicarbonate of soda)?</p>	<p>Living things and their habitats</p> <p>Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</p> <p>Can I describe the life process of reproduction in some plants and animals?</p>	<p>Working scientifically</p> <p>Can I plan scientific enquiries?</p> <p>Can I make more accurate and precise measurements using a range of scientific equipment?</p> <p>Can I record data and results of increasing complexity?</p> <p>Can I report and present findings from enquiries including conclusions and explanations?</p> <p>Can I identify scientific evidence used to support ideas?</p>	<p>Forces</p> <p>Can I explain that unsupported objects fall towards the Earth due to the force of gravity acting between the Earth and the falling object?</p> <p>Can I identify the effects of air resistance, water resistance and friction, that act between moving surfaces?</p> <p>Can I recognise that some mechanisms (levers, pulleys and gears) allow a smaller force to have a greater effect?</p>
<p>Year 6</p>	<p>Animals including humans</p> <p>Can I identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?</p> <p>Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p> <p>Can I describe the ways in which nutrients and water are transported within animals, including humans?</p>	<p>Evolution and inheritance</p> <p>Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?</p> <p>Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?</p> <p>Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</p>	<p>Light</p> <p>Can I recognise that light appears to travel in straight lines?</p> <p>Can I explain that objects are seen because light travels in straight lines they give out or reflect light into the eye?</p> <p>Can I explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?</p> <p>Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</p>	<p>Electricity</p> <p>Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?</p> <p>Can I compare and give reasons for variations in how components function (the brightness of bulbs, the loudness of buzzers and the on/off position of switches)?</p> <p>Can I use recognised symbols when representing a simple circuit in a diagram?</p>	<p>Living things and their habitats</p> <p>Can I 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?</p> <p>Can I give reasons for classifying plants and animals based on specific characteristics?</p>	<p>Working scientifically</p> <p>Working scientifically Can I plan scientific enquiries? Can I make more accurate and precise measurements using a range of scientific equipment?</p> <p>Can I record data and results of increasing complexity? Can I report and present findings from enquiries including conclusions and explanations?</p> <p>Can I identify scientific evidence used to support ideas?</p>