



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

Science KS2	Year 3	Year 4	Year 5	Year 6
Rocks and soils	<p>I can name different types of rocks.</p> <p>I can understand that rocks are formed in 3 different ways</p> <p>I can explain how fossils are formed.</p> <p>I can explain how soil is formed.</p> <p>I can observe systematically and present my findings.</p>			
Light and sound	<p>I can recognise that I need light to see.</p> <p>I can investigate which surfaces reflect light.</p> <p>I can use a mirror to reflect light.</p> <p>I can design a pair of sunglasses.</p> <p>I can investigate which materials block light to create a shadow.</p> <p>I can investigate how shadows change.</p>	<p>I can identify sounds around the school.</p> <p>I can identify how sounds are made.</p> <p>I can explore pitch and volume.</p> <p>I can explain how sounds travel to our ears.</p> <p>I can investigate which material absorbs sound the most effectively.</p>		
Forces	<p>I can identify the forces acting on objects.</p> <p>I can investigate how a toy car moves across different surfaces.</p> <p>I can observe how magnets attract some materials.</p> <p>I can investigate the strength of magnets.</p> <p>I can explore magnetic poles.</p>		<p>I can identify the forces acting on an object.</p> <p>I can explore the effect of gravity on an object.</p> <p>I can investigate the effects of air resistance.</p> <p>I can investigate the effects of friction.</p> <p>I can investigate pulleys and levers.</p>	



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Electricity		<p>I can identify items that use electricity.</p> <p>I can design be safe with electricity poster.</p> <p>I can construct a circuit to light a bulb.</p> <p>I can predict whether a circuit will work.</p> <p>I can identify conductors and insulators.</p> <p>I can make a switch.</p>		<p>I can associate the brightness of a lamp or the volume of a buzzer with the number of cells used in the circuit.</p> <p>I can used recognised symbols when representing a simple circuit in a diagram.</p>
Plants	<p>I can explore the requirements of plants for life and growth.</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants.</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can review the results of my investigations and make conclusions.</p>		<p>I can label the reproductive parts of a plant.</p> <p>I can describe how some plants reproduce.</p> <p>I can describe the life cycles of amphibians and insects.</p> <p>I can describe the life cycles of birds and mammals.</p> <p>I can research the life cycle of ...</p>	
Materials		<p>I can compare and group materials together – and</p>	<p>I can compare materials based on their properties.</p>	



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		<p>identify them as solids, liquids or gasses.</p> <p>I can identify and classify gasses.</p> <p>I can describe how materials can change when they are heated or cooled.</p> <p>I can investigate factors that speed up evaporation.</p> <p>I can explain the water cycle.</p>	<p>I can investigate which material is the best insulator.</p> <p>I can investigate the strength of different types of paper.</p> <p>I can compare the properties of materials.</p> <p>I can investigate which materials are soluble.</p> <p>I can plan and investigate ways to separate materials.</p> <p>I can identify reversible and irreversible changes.</p> <p>I can create an irreversible change.</p>	
Humans and other Animals	<p>I can understand that animals need the right types and amounts of nutrients to be healthy</p> <p>I can design a healthy lunch box.</p> <p>I can identify and sort animal skeletons.</p> <p>I can label some parts of the human skeleton.</p> <p>I can explain how muscles and bones work together to create movement.</p>	<p>I can identify the different types of teeth in humans and their functions.</p> <p>I can describe the simple functions of the basic parts of the digestive system</p> <p>I can construct and interpret a variety of food chains.</p> <p>I can construct and interpret a variety of food chains identifying producers, predators and prey</p>		<p>I can identify and name the main parts of the human circulatory system.</p> <p>I can describe the functions of the heart.</p> <p>I can describe the ways in which nutrients and water are transported within animals including humans.</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</p> <p>I can identify how drugs impact on the way the human body functions.</p>
Space			<p>I can describe the Sun, Earth and Moon as approximately spherical bodies</p>	



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			<p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>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</p> <p>I can explain the movement of the moon.</p>	
Evolution				<p>I can identify inherited characteristics in living things.</p> <p>I can recognise that living things have changed over time.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>I can 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>I can recognise that living things have changed over time and that fossils provide information about living things</p>



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Classification				<p>I can describe how living things are classified according to their characteristics.</p> <p>I can identify similarities and differences in order to determine their classification.</p> <p>I can develop a classification key.</p> <p>I can design a key to classify leaves found on the school grounds.</p> <p>I can describe the key characteristics of unusual living things from around the world.</p> <p>I can design, describe, name and sketch a new creature that sits within a known classification route.</p>
Disciplinary knowledge/ working scientifically.	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 		<ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and 	



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	<ul style="list-style-type: none">• recording findings using simple scientific language, drawings, labelled diagrams,• keys, bar charts, and tables• reporting on findings from enquiries, including oral and written explanations, displays• or presentations of results and conclusions• using results to draw simple conclusions, make predictions for new values, suggest• improvements and raise further questions• identifying differences, similarities or changes related to simple scientific ideas and• processes• using straightforward scientific evidence to answer questions or to support their findings.	<p>explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none">• identifying scientific evidence that has been used to support or refute ideas or arguments.
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