

Concepts	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A: working	Communication and	I know what a question is	I know what an	I know what an enquiry is	I know how to control	I know what a scientific	I know different types of
scientifically	language:	A1	appropriate question is	I know what to observe	variable to conduct a fair	enquiry is	scientific enquiry
	Learn new vocabulary.	I can ask simple questions	A1	and measure in a fair test	test	I know how to control	I know how to control
	Ask questions to find out	about the world around	I can gather and record	I know how to control	I know how to use	variables for a fair test	variables for a fair test
	more and to check what	me A1	data to help me answer	variable to conduct a fair	thermometers and data	I know how to use	I know how to use a
	has been	I know what an	questions A1	test	loggers	different equipment to	range of different
	said to them.	observation is A2	I know what to observe	I know now to use	I know now to use a	take measurements	scientific equipment to
	Articulate their ideas and	I can observe, using	and measure in a simple	measuring cylinders and a	variety of classification	I know now to take	take repeat readings.
	thoughts in well-formed	simple equipment A2	test A2	data logger	Keys	repeat readings	I know why I need to take
	sentences.	I know now to predict A3	I can observe closely,	I know now to record and	I know now to record and	I know now to record	repeat readings
	Describe events in some	i can perform simple tests	using simple equipment	dia grant data in a table,	dia grant data in a table,	data and results	I know now to record
	detall.	A3	AZ	diagram or bar chart	diagram, venn diagram or	I know now to draw	data and results using
	Use talk to help work out	findings or ally	I know now to predict	I know how to predict	bar chart	conclusions	scientific diagrams, labels,
	thinking and activities			findings in written and	r know now to relate	r know now to identify	classification keys, tables,
	and to ovalain how things	conclusion based on sime	A3	and form	findings	to support or refute	L know how to rolate
	work and why they might	L cap identify and classify	tosts mothodically A2		Infulligs	ideas	scientific knowledge to
	happon		L know how to use	scientific language to	auestion results	lueds.	findings and conclusions
	Happen.	and ideas to suggest	scientific language to	doscribo	Lknow how to form a	the success of an	I know how to use
	different contexts	and ideas to suggest	explain and describe my	L know how to draw a	hypothesis	investigation	scientific knowledge to
	unerent contexts.	answers to a question.	findings	conclusion based on sime	I know how to ovaluate	L can plan different types	support or refute ideas
	ELC:		Infulligs	L know how to begin to	the success of an	of scientific onquiries to	L know how to ovaluate
	Listening attention and		conclusion based on aims	question results	investigation	answer questions	the success of an
	understanding:		L can organise things into	L know how to form a	I know how to suggest	l can recognise control	investigation and suggest
	Make comments about		groups and classify	hypothesis	improvements	variables where	improvements
	what they have heard and		l can discuss similarities	I can ask questions	I can ask relevant	necessary and with	I can plan different types
	ask questions to clarify		and differences	I can set un simple	questions	prompting	of scientific enquirers to
	their understanding		I can give reasons for my	nractical enquiries	l can set un simple	I can select and use	answer questions
	then understanding.		answers and explain	I can measure using	practical enquiries	appropriate equipment to	I can recognise and
				standard units, using a	comparative and fair	take readings	control variables where
				range of equipment, for	tests	I can take precise	necessary
				example thermometers	I can measure accurately	measurements using	I can use a range of
				and data loggers.	using standard units.	standard units.	scientific equipment to
				I can gather, record.	using a range of	I can begin to understand	take measurements
				classify and present data	equipment, for example	the need to take repeated	independently.
				to help in answering	thermometers and data	readings.	I can take measurements
				questions.	loggers.	I can record data and	with increasing accuracy
				I can report on findings	I can gather, record,	results	and precision.
				from enquiries	classify and present data	I can record data using	I can take repeat readings
				I can use results to draw	in a variety of ways to	labelled diagrams, keys.	where appropriate
				simple conclusions	, , ,	<u> </u>	



				I can identify differences, similarities or changes related to simple scientific ideas and processes. I can record findings	help in answering questions. 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	tables and charts and line graphs. I can report and present findings from enquirers including conclusions and suggest causal relationships. I can present findings orally and in writing. I can suggest further comparative or fair tests	I can record data and results of increasing complexity using scientific diagrams, labels, classification keys, charts and graphs. I can report and present findings from enquirers including conclusions and causal relationships. I can report and present findings including explanations of and degree of trust in results in oral and written forms [displays, presentations] I can identify scientific
					scientific ideas and processes. I can record findings using simple scientific language, drawings, labelled diagrams, bars and tables.		evidence that has been used to support or refute ideas I can test results to make predictions and set up further comparative and fair tests.
B: Plants	Understanding the world: Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. ELG: The natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants.	I know parts of a plant B1 I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees. B1 I know that plants need light, water and space to survive I know what a deciduous plant is I know what an evergreen tree is I can identify and describe basic structure of a variety of common flowering plants, including trees.	I know parts of a plant and their functions I know how plants grow and stay healthy I know different types of trees I know how a plant dies. I can observe and describe how seeds and bulbs grow into mature plants. B1 I can describe and investigate using secondary research how plants need water, light and a suitable temperature to grow and stay healthy	I know the parts of a plant and their functions I know that plants need light, water and space to grow I know that plants have adaptions in order for them to survive in different environments I know that plants take water in through their roots and this is transpired through their leaves I know that plants reproduce through sexual reproduction involving flowers to produce seeds, which are dispersed using different methods (wind, insect, etc.)			



	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			I can identify and describe functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can 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 I can investigate how water is transported within plants I can explore the role flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			
C: Animals including humans	Personal, social and emotional development: Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian ELG: Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	I know properties of common animals and fish including amphibians, reptiles, birds and mammals I know what makes a carnivore, herbivore or omnivore I know parts of the human body I know the parts of the body associated with the 5 senses. I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (c1) I can identify and name a variety of animals that are carnivores, herbivores and omnivores.	I know what it means to have offspring I know the basic needs of animals including water, food and air (oxygen) I know how humans can stay healthy I know a variety of foods that help humans maintain a healthy diet I know how to maintain health and cleanliness I know a variety of movements to keep the body healthy I know what happens to the body when we exercise I can describe animals and their offspring I can investigate using secondary research and explain basic needs of	I know that all animals require nutrition from different sources to survive I know the different food groups I know the importance of a balanced diet I know different types of skeletons including an exo-skeleton and endo- skeleton. I know the functions of skeletons I know the functions of skeletons I know the functions of muscles I can identify that animals, including humans, need the right types and amount of nutrition I can investigate using secondary research, how animals including	I know the simple functions of the basic parts of the digestive system in humans I know the parts of the digestive system (mouth, tongue, teeth, oesophagus, stomach, intestine) I know the functions of teeth I know how to keep teeth healthy I can identify, compare and explore the different types of teeth in humans and their functions I can construct and interpret different food chains, identifying producers, predators and prey.	I know how humans experience different stages in their life I know how the body changes during puberty I know how gestation periods of different animals vary I can describe the changes humans go through with age	I know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I know the impact of diet, exercise, drugs and lifestyle on the way their bodies function I know the ways in which nutrients and water are transported within animals, including humans. I can identify and name the main parts of the circulatory system and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.



			animals including humans for survival I can test and explain the importance of exercise, good and hygiene.	humans, cannot make their own food and that they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.			I can describe ways in which nutrients and water are transported within animals including humans.
D: Everyday materials	Understanding the world: Explore the natural world around them. Describe what they see, hear and feel when they are outside. ELG The natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	I know a variety of everyday materials including wood, plastic, metal, water and rock I know how to identify an object based upon what is made from I know basic physical properties of materials. I can investigate and describe simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	I know a variety of everyday materials including wood, plastic, glass, metal, water, and rock I know the physical properties of materials I know the suitability of materials based upon their properties I know that some solid objects' forms can be changed by squashing, bending, twisting and stretching				
E: Seasonal changes	Understanding the world: Understand the effect of changing seasons on the natural world around them. ELG The natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	I know the four seasons I know how the weather changes according to season I know that the season affects day length I can research and observe changes across the four seasons E1 I can observe and describe weather associated with the seasons and how day length varies.					
F: Living things and their habitats	Understanding the world: Explore the natural world around them.		l know a variety of plants and animals in their		I know habitats change throughout the year I know groups of animals	I know the local environment changes during the year (life	I know groups of animals (microorganisms, invertebrates,



	Describe what they see,	habitats, including		I know human can have	cycles in a variety of	vertebrates, etc.) and
	hear and feel while they	microhabitats		positive or negatives	different things e.g.	their common features
	are outside.	I know a simple food		impacts on the	flower boarder)	I know groups of plants
	Recognise some	chain		environment	I know how the work of	I know the work of Carl
	environments that are	I know a variety of		I know changes to the	scientists such as David	Linnaeaus and where
	different to the one in	different food sources		environment can impact	Attenborough or Jane	different animals belong
	which they live	I know how to use		living things within it	Goodall has influenced	in the classification
		classification keys		I can classify, group and	scientific thinking	systems
	ELG:			compare animals and	I know the different types	I know a range of
	The natural world:			plants in a variety of ways	of reproduction in plants	habitats.
	Explore the natural world			I can explore and use	(sexual and asexual –	I can describe how living
	around them, making			classification keys	growing seeds, cuttings,	things are classified into
	observations and drawing			I can recognise and	tubers, bulbs	broad groups according
	pictures of animals and			investigate environmental	I know how the life cycles	to common observable
	plants.			changes and that this can	of different animals have	characteristics and based
	Know some similarities			sometimes pose dangers	different stages	on similarities and
	and differences between			to living things	I know that animals	differences [including
	the natural world around				develop over time	micro-organisms, plants
	them and contrasting				How different animals	and animals]
	environments, drawing				reproduce and grow	I can give reasons for
	on their experiences and				I can describe the	classifying plants and
	what has been read in				differences in the life	animals based on specific
	class.				cycles of a mammal, an	characteristics.
	Understand some				amphibian, an insect and	
	important processes and				a bird.	
	changes in the natural				I can describe the life	
	world around them,				process of reproduction	
	including the seasons and				in some plants and	
	changing states of matter.				animals.	
G: Rocks	Understanding the world:		I know different types of			
	Explore the natural world		rocks (sedimentary,			
	around them.		igneous or metamorphic)			
	Describe what they see,		I know how rocks are			
	hear and feel while they		formed and their			
	are outside.		properties and			
			characteristics			
	ELG: The natural world		I know that fossils are			
	Explore the natural world		formed when things that			
	around them, making		have lived are trapped			
	observations and drawing		within rock			
	pictures of animals and		I know that soils are			
	plants.		made from rocks and			
	Know some similarities		organic matter and have			
	and differences between		different characteristics			
	the natural world around		and properties			



	them and contrasting environments, drawing on their experiences and what has been read in class.		I can compare and group together different kinds of rocks based on their appearance and simple physical properties I can describe in simple terms that fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter		
H: Light	Communication and language: Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts		I know that light is reflected from surfaces I know that darkness is the absence of light I know that shadows are formed when the light from a light source are blocked from a solid object I know that shadows change according to the position of the light source I know that light from the sun can be dangerous I know how to protect from the sun.		I know that light appears to travel in straight lines I know light is reflected from surfaces I know darkness is the absence of light I know shadows are formed when the light from a light source is blocked from a solid object because it appears to travel in a straight line I know shadows have the same shape as the objects that cast them I know light creates different phenomena (e.g. rainbows, periscopes, colour filters and refraction) I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects can be seen because they give out or reflect light into the eye. I can explain how we see things [light travels from the source to our eye or



					from the light source to objects and then our eye] I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
I: Forces and magnets	ELG Communication and language: Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.		I know different surfaces create different amounts of friction. I know magnetic fields affect objects. I know magnetic forces work from a distance. I know magnets attract and repel. I know some materials are not magnetic. I can compare how things move on different surfaces I can identify that forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others I can describe magnets as having two poles.	I know some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. I know gravity pulls objects toward Earth I know the difference between mass and weight I know how the movement of objects is affected by air resistance, water resistance and friction I know how to use timing devices effectively and accurately I know about the work of Isaac Newton and Galileo I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction that act between moving objects. I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	



I. States of	ELC The patural world:		I know the characteristics	
J: States of	ELG THE Hatural world.			
matter	Understand some		of different states of	
	important processes and		matter (particles within	
	changes in the natural		solids, liquids, gases)	
	world around them,		I know how water	
	including the seasons and		changes state	
	changing states of matter.		I know how to classify	
			common materials	
			I know some materials	
			change states (at	
			different temperatures	
			e.g. from a solid to a	
			liquid)	
			I know how to measure	
			tomporaturo using a	
			thormomotor	
			I know the different	
			stages in the water cycle	
			I know how evaporation	
			is useful	
			I can compare and group	
			materials together,	
			according to whether	
			they are solids, liquids or	
			gases	
			I can observe and	
			investigate how materials	
			change state when they	
			are heated or cooled	
			L can moasure and	
			research temperature at	
			research temperature at	
			which this happens in	
			degrees Celsius	
			I can investigate and	
			explain how evaporation	
			and condensation in the	
			water cycle and associate	
			the rate of evaporation	
			with temperature.	
K: Sound	ELG Communication and		I know how sounds are	
	language		made, associating some	
	Learn new vocabulary.		of them with something	
	Ask questions to find out		vibrating	
	more and to check what		I know vibrations from	
	has been		sounds travel through a	
	said to thom		modium to the oar	
	salu to them.		mealum to the ear	



	Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things		I know how the pitch and volume of sound can be changed in variety of ways I know how different materials can have different sound-proofing qualities	
	work and why they might happen. Use new vocabulary in different contexts			
L: Electricity	ELG Communication and language: Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts		I know common appliances that run on electricity I know how to draw a simple circuit, using recognised symbols I know a switch opens and closes a circuit I know that some materials are conductors and some are insulators I know some metals are good conductors I can construct and evaluate electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers I can predict and identify whether or not 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 I can observe whether or not a lamp lights in a simple series circuit dependent on the switch position	I know the symbols when representing a simple circuit in a diagram. I know the number and voltage of cells affects the performance of components within a circuit I can associate the brightness of a lamp or the volume of a buzzer to the number of voltage of cells used in a circuit. I can compare and give reasons for variations in how components function [brightness of a buzzer, on/off position of a switch] I can use recognised symbols when representing a simple circuit in a diagram.



			I can test and classify		
			some common		
			conductors and		
			insulators and associate		
			motals with being good		
			conductors		
M: Properties				I know that materials	
and changes of				have different properties	
materials				that can be tested	
				(hardness, solubility,	
				transparency,	
				conductivity (electrical	
				and thermal), and	
				response to magnets)	
				I know materials can be	
				grouped by their	
				properties.	
				I know materials can be	
				changed by different	
				processes	
				I know changes can be	
				roversible and can be	
				used to congrate mixtures	
				lovenerating filtering	
				(evaporating, intering,	
				sleving, melting and	
				dissolving)	
				I know changes can be	
				irreversible and result in	
				the formation of a new	
				material (burning,	
				chemical)	
				I know that melting and	
				dissolving are different	
				processes	
				I know that different	
				materials are used for	
				different uses based on	
				their properties	
				I can compare and group	
				every day materials based	
				on their properties	
				including; hardness,	
				solubility, transparency.	
				conductivity and	
				response to magnets	
				response to magnets.	



N: Earth and Space   ELC Communication and Language to workbulky, Ask questions to find out proteins and discussion in the solar system of the					the second second	
N: Earth and Space   Ed: Communication and Languige Space   Ed: C					I know that some	
N: Earth and SpaceEL6 Communication and Lagging Laggi					materials will dissolve in	
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N: Earth and Space   ELG communication and Language Langua					a solution	
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N: Earth and Space   ELG Communication and Language Langua					to describe how mixtures	
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N: Earth and Space   ELG Communication and Language Learn new vocabulary. Ask questions to find out more and to check what has been solid to them. Articulate their ideas and thoughts in well-formed solat chem.   Image:					on evidence from	
N: Earth and Space   ELG Communication and Language Language settences, solid to them, Articulate their ideas and thoughts in to find, and to them, Articulate their ideas and thoughts in solid constant them, Articulate their ideas and thoughts in well-formed basetines.   Is for the particular uses of everyday materials (this can include changes associated with burning and the action of acid on bicarbonate soda)     N: Earth and Space   ELG Communication and Language Langu					comparative and fair	
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thinking and activities, apparent movement of		thinking and activities,			apparent movement of	
and to explain how things the sun across the sky.		and to explain how things			the sun across the sky.	



	work and why they might			I know how to use models	
	happen.			to represent the concept	
	Use new vocabulary in			of space and movement	
	different contexts			of spherical bodies	
				I can describe the	
				movement of Earth and	
				other planets relative to	
				the sun and Solar System	
				I can describe the	
				movement of the moon	
				in relation to the Farth	
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				approximately spherical	
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				L can use the idea of the	
				Earth's rotation to ovalain	
				earth shotation to explain	
				day and hight and the	
				apparent movement of	
0.5.1.1				the sun across the sky.	Live out that living this as
O: Evolution					I know that living things
and Inheritance					nave changed over time
					and that fossils provide
					information about living
					I know things that
					inhabited the Earth
					millions of years ago
					I know that living things
					produce offspring of the
					same kind, but normally
					offspring vary and are not
					identical to their parents
					I know that variation in
					offspring over time can
					make animals more or
					less able to survive in
					particular environments
					I know that adaptation
					may lead to evolution
					I know that plants and
					animals adapt to suit
					their environment
					I know the works of:
					Charles Darwin, Mary
					Anning and Alfred
					Wallace.



			I can recognise that living
			things have changed over
			time and that fossils
			provide information
			about living things that
			inhabited on Earth
			millions of years ago.
			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 identify how animals
			and plants are adapted to
			suit their environment in
			different ways and that
			adaptation may lead to
			evolution.