

	EYFS	Year 1 18 statements	Year 2 17 statements	Year 3 29 statements	Year 4 28 statements	Year 5 22 statements	Year 6 21 statements
Working Scientifically	<b>Understanding the world</b> *Explore the natural world around them, making observations and drawing pictures of animals and plants.	Asking simple questions and recognising that they can be answered in different ways		Asking relevant questions and using different types of scientific enquiries to answer them		Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
		Observing closely, using simple equipment		Setting up simple practical enquiries, comparative and fair tests		Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	
		Performing simple 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		Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
		Identifying and classifying		Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions		Using test results to make predictions to set up further comparative and fair tests	
		Using their observations and ideas to suggest answers to questions		Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
		Gathering and recording data to help in answering questions		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions		Identifying scientific evidence that has been used to support or refute ideas or arguments	
				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					

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Plants		Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Observe and describe how seeds and bulbs grow into mature plants	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers			
		Identify and describe the basic structure of a variety of common flowering plants, including trees	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	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			
				Investigate the way in which water is transported within plants			
				Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			

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Animals including humans		Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Notice that animals, including humans, have offspring which grow into adults	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Describe the simple functions of the basic parts of the digestive system in humans	Describe the changes as humans develop to old age	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
		Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Identify the different types of teeth in humans and their simple functions		Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
		Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		Construct and interpret a variety of food chains, identifying producers, predators and prey.		Describe the ways in which nutrients and water are transported within animals, including humans
		Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense					Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
							Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
							Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

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Everyday materials/ States of matter/ Properties and changes of materials	*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Also see living things and their habitats)	Distinguish between an object and the material from which it is made	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Compare and group materials together, according to whether they are solids, liquids or gases	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	
		Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Describe in simple terms how fossils are formed when things that have lived are trapped within rock	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)	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	
		Describe the simple physical properties of a variety of everyday materials		Recognise that soils are made from rocks and organic matter	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	
		Compare and group together a variety of everyday materials on the basis of their simple physical properties				Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Demonstrate that dissolving, mixing and changes of state are reversible changes

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Living things and their habitats	<p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	Observe changes across the four seasons	Explore and compare the differences between things that are living, dead, and things that have never been alive		Recognise that living things can be grouped in a variety of ways	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
		Observe and describe weather associated with the seasons and how day length varies	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other		Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Describe the life process of reproduction in some plants and animals	Give reasons for classifying plants and animals based on specific characteristics
			Identify and name a variety of plants and animals in their habitats, including microhabitats		Recognise that environments can change and that this can sometimes pose dangers to living things		
			Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food				

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Light/ Sound				Recognise that they need light in order to see things and that dark is the absence of light	Identify how sounds are made, associating some of them with something vibrating		Recognise that light appears to travel in straight lines
				Notice that light is reflected from surfaces	Recognise that vibrations from sounds travel through a medium to the ear		Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
				Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Find patterns between the pitch of a sound and features of the object that produced it		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
				Recognise that shadows are formed when the light from a light source is blocked by an opaque object	Find patterns between the volume of a sound and the strength of the vibrations that produced it		Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
				Find patterns in the way that the size of shadows change	Recognise that sounds get fainter as the distance from the sound source increases		

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Forces and magnets				Compare how things move on different surfaces		Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	
				Notice that some forces need contact between two objects, but magnetic forces can act at a distance			
				Observe how magnets attract or repel each other and attract some materials and not others		Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	
				Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials			
				Describe magnets as having two poles		Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	
				Predict whether two magnets will attract or repel each other, depending on which poles are facing			

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Earth and Space						Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	

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Electricity					Identify common appliances that run on electricity		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
					Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers		Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
					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		Use recognised symbols when representing a simple circuit in a diagram
					Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit		
					Recognise some common conductors and insulators, and associate metals with being good conductors		