



Science

EYFS

Inquiry 1

Understanding the world: Do you look different now? How do you look different as you have got older? Will you look different in the future?

Inquiry 2

Understanding the world: What season does Christmas fall in? How do we know?

Inquiry 3

Understanding the world: What can you see in our school environment? How might that differ in a busy town or city? What can you feel hear?

Inquiry 4

Understanding the world - Can they explain what a habitat is? Can they explain why different animals are suited to living in different places?

Inquiry 5

Understanding the world: People, Cultures and Communities: Talk and similarities and differences between families and families within our class?

Inquiry 6

Understanding the world: Can they explain the basic needs of plants? Can they observe the growth of plants over time?



Science

Y1

Observing Closely

Can they talk about what they see, touch, smell, hear or taste?
Can they use simple equipment to help them make observations?

Performing Tests

Can they perform a simple test?
Can they tell other people about what they have done?

Identifying and Classifying

Can they identify and classify things they observe?
Can they think of some questions?
Can they answer some scientific questions?
Can they give a simple reason for their answers?
Can they explain what they have found out?

Recording Findings

Can they show their work using pictures, labels and captions?
Can they record their findings using standard units?
Can they put some information in a chart or table?

Inquiry 1

Inquiry 2

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Inquiry 6

Animals Including Humans:

Can they name the parts of the human body that they can see?

Can they draw & label basic parts of the human body?

Can they identify the main parts of the human body and link them to their senses?

Everyday Materials:

Can they distinguish between an object and the material from which it is made?

Can they describe materials using their senses?

Can they describe materials using their senses, using specific scientific words?

Can they explain what material objects are made from?

Can they explain why a material might be useful for a specific job?

Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock

Can they sort materials into groups by a given criteria?

Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Seasonal Changes

Can they observe changes across the four seasons?

Can they name the four seasons in order?

Can they observe and describe weather associated with the seasons?

Can they observe and describe how day length varies?

Everyday Materials:

Can they describe things that are similar and different between materials?

Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?

Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

Animals Including Humans:

Can they point out some of the differences between different animals?

Can they sort photographs of living things and non-living things?

Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)

Can they describe how an animal is suited to its environment?

Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?

Can they name the parts of an animal's body?

Can they name a range of domestic animals?

Can they classify animals by what they eat? (carnivore, herbivore, omnivore)

Can they compare the bodies of different animals?

Plants: Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? Can they identify and name a range of common plants and trees? Can they recognise deciduous and evergreen trees? Can they name the trunk, branches and root of a tree? Can they describe the parts of a plant (roots, stem, leaves, flowers)?



Science

Y2

Observing Closely

- Can they use sight, touch, smell, hear or taste to help them answer questions?
- Can they use some scientific words to describe what they have seen and measured?
- Can they compare several things?

Performing Tests

- Can they carry out a simple fair test?
- Can they explain why it might not be fair to compare two things?
- Can they say whether things happened as they expected?
- Can they suggest how to find things out?
- Can they use prompts to find things out?

Identifying and Classifying

- Can they organise things into groups?
- Can they find simple patterns (or associations)?
- Can they identify animals and plants by specific criteria, eg, lay eggs or not; have feathers or not?

Recording Findings

- Can they use text, diagrams, pictures, charts and/or tables to record their observations?
- Can they measure using simple equipment?

Inquiry 1

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Inquiry 4

Inquiry 5

Inquiry 6

Classifying and Grouping Materials

Can they describe the simple physical properties of a variety of everyday materials?

Can they compare and group together a variety of materials based on their simple physical properties?

Working scientifically:

Can they use sight, touch, smell, hear and taste to help them answer questions?

Can they compare several things?

Can they use texts, diagrams and pictures?

Can they carry out a simple fair test?

Plants:

Can they observe and describe how seeds and bulbs grow into mature plants?

Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?

Can they describe what plants need to survive?

Animals Including Humans

Can they describe what animals need to survive?

Can they explain that animals grow and reproduce?

Can they explain why animals have offspring which grow into adults?

Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)

Living Things and their Habitats

Can they explain the differences between living and non-living things?

Can they describe some of the life processes common to plants and animals, including humans?

Classifying and Grouping Materials:

Can they describe the properties of different materials using words like transparent or opaque, flexible, etc.?

Can they sort materials into groups and say why they have sorted them in that way?

Can they say which materials are natural and which are man-made?

Changing Materials:

Can they explain how materials are changed by heating and cooling?

Can they explain how materials are changed by bending, twisting and stretching?

Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?

Animals Including Humans:

Can they explain the basic needs of animals, including humans for survival? (water, food, air)

Can they describe why exercise, balanced diet and hygiene are important for humans?

Living Things and their Habitats

Can they match certain living things to the habitats they are found in?

Can they explain the differences between living and non-living things?

Can they decide whether something is living, dead or non-living?

Can they describe how plants and animals are suited to their habitat?

Can they describe how a habitat provides for the basic needs of things living there?

Can they describe a range of different habitats?



Science

Y3

Planning

Can they use different ideas and suggest how to find something out?

Can they make and record a prediction before testing?

Can they plan a fair test and explain why it was fair?

Can they set up a simple fair test to make comparisons?

Can they explain why they need to collect information to answer a question?

Obtaining and Presenting Evidence

Can they measure using different equipment and units of measure?

Can they record their observations in different ways? labelled diagrams, charts etc

Can they describe what they have found using scientific language?

Can they make accurate measurements using standard units?

Considering Evidence and Evaluating

Can they explain what they have found out and use their measurements to say whether it helps to answer their question?

Can they use a range of equipment (including a datalogger) in a simple test?

Inquiry 1

Animals Including Humans:

Can they explain the importance of a nutritionally balanced diet?

Can they describe how nutrients, water and oxygen are transported within animals and humans?

Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?

Can they describe and explain the skeletal system of a human?

Can they describe and explain the muscular system of a human?

Can they explain how the muscular and skeletal systems work together to create movement?

Can they classify living things and non-living things by a number of characteristics that they have thought of?

Can they explain how people, weather and the environment can affect living things?

Can they explain how certain living things depend on one another to survive?

Inquiry 2

Forces and Magnets:

Can they compare how things move on different surfaces?

Can they observe that magnetic forces can be transmitted without direct contact?

Can they observe how some magnets attract or repel each other?

Can they classify which materials are attracted to magnets and which are not?

Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?

Can they identify some magnetic materials?

Can they describe magnets having two poles (N & S)?

Inquiry 3

Rocks

Can they compare and group together different rocks on the basis of their appearance and simple physical properties?

Can they describe and explain how different rocks can be useful to us?

Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?

Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?

Can they recognise that soils are made from rocks and organic matter?

Inquiry 4

Forces and Magnets

Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?

Can they predict whether two magnets will attract or repel each other depending on which poles are facing?

Can they investigate the strengths of different magnets and find fair ways to compare them?

Inquiry 5

Plants

Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)

Can they explore the requirement of plants for life and growth (air, light, water, nutrients from the soil, and room to grow)?

Can they explain how they vary from plant to plant?

Can they investigate the way in which water is transported within plants?

Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?

Inquiry 6

Light

Can they recognise that they need light in order to see things?

Can they recognise that dark is the absence of light?

Can they notice that light is reflected from surfaces?

Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?

Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?

Can they find patterns in the way that the size of shadows change?



Planning

- Can they set up a simple fair test to make comparisons?
- Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?
- Can they suggest improvements and predictions?
- Can they decide which information needs to be collected and decide which is the best way of collecting it?
- Can they use their findings to draw a simple conclusion?

Obtaining and Presenting Evidence

- Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?
- Can they make accurate measurements using standard units?
- Can they explain their findings in different ways (display, presentation, writing)?

Considering Evidence and Evaluating

- Can they find any patterns in their evidence or measurements?
- Can they make a prediction based on something they have found out?
- Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
- Can they use straightforward scientific evidence to answer questions or to support their findings?
- Can they identify differences, similarities or changes related to simple scientific ideas or processes?

Inquiry 1

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Inquiry 6

Animals Including Humans:
Can they identify and name the basic parts of the digestive system in humans?

Can they describe the simple functions of the basic parts of the digestive system in humans?

Can they identify the simple function of different types of teeth in humans?

- Sound:**
Can they describe a range of sounds and explain how they are made?
- Can they associate some sounds with something vibrating?
- Can they compare sources of sound and explain how the sounds differ?
- Can they explain how to change a sound (louder/softer)?
- Can they recognise how vibrations from sound travel through a medium to an ear?
- Can they find patterns between the pitch of a sound and features of the object that produce it?
- Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?
- Can they recognise that sounds get fainter as the distance from the sound source increases?
- Can they explain how you could change the pitch of a sound?
- Can they investigate how different materials can affect the pitch and volume of sounds?

LINK TO MUSIC

Animals Including Humans:
Can they compare the teeth of herbivores and carnivores?

Can they explain what a simple food chain shows?

Can they construct and interpret a variety of food chains, identifying producers, predators and prey?

Living Things and Their Habitats:
Can they recognise that living things can be grouped in a variety of ways?

Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)

Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)

Do they recognise that environments can change and this can sometimes pose a danger to living things?

States of Matter:
Can they compare and group materials together, according to whether they are solids, liquids or gases?

Can they explain what happens to materials when they are heated or cooled?

Can they measure or research the temperature at which different materials change state in degrees Celsius?

Can they use measurements to explain changes to the state of water?

Can they identify the part that evaporation and condensation has in the water cycle?

Can they associate the rate of evaporation with temperature?

Electricity:
Can they identify common appliances that run on electricity?

Can they construct a simple series electric circuit?

Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?

Can they 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?

Can they recognise that a switch opens and closes a circuit?

Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?

Can they recognise some common conductors and insulators?

Can they associate metals with being good conductors?

Electricity:
Can they explain how a bulb might get lighter?

Can they recognise if all metals are conductors of electricity?

Can they work out which metals can be used to connect across a gap in a circuit?

Can they explain why cautions are necessary for working safely with electricity?



Planning

- Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?
- Can they make a prediction with reasons?
- Can they use test results to make predictions to set up comparative and fair tests?
- Can they present a report of their findings through writing, display and presentation?

Obtaining and Presenting Evidence

- Can they take measurements using a range of scientific equipment with increasing accuracy and precision?
- Can they take repeat readings when appropriate?
- Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?

Considering Evidence and Evaluating

- Can they report and present findings from enquiries through written explanations and conclusions?
- Can they use a graph to answer scientific questions?

Inquiry 1

- Living Things and their Habitats**
Can they describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?
- Can they describe the life cycles of common plants?
- Can they explore the work of well known naturalists and animal behaviourists? (David Attenborough and Jane Goodall)
- Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?
- Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?
- Animals including humans - Can they describe the changes as humans develop to old age (Could be covered through RSE or life cycles)

Inquiry 2

- Forces**
Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?
- Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?
- Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?

Inquiry 3

- Earth and Space**
Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?
- Can they explain how seasons and the associated weather is created?
- Can they describe and explain the movement of the Moon relative to the Earth?
- Can they describe the sun, earth and moon as approximately spherical bodies?
- Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?

Inquiry 4

- Properties and Changes to Materials**
Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?
- Can they explain how some materials dissolve in liquid to form a solution? Can they use the terms 'reversible' and 'irreversible'?
- Can they describe how to recover a substance from a solution?
- Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?
- Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?
- Can they describe changes using scientific words? (evaporation, condensation)

Inquiry 5

- Forces**
Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)
- Can they design very effective parachutes?
- Can they work out how water can cause resistance to floating objects?
- Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

Inquiry 6

- Earth and Space:**
Can they compare the time of day at different places on the earth?
- Can they create shadow clocks?
- Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?
- Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)



Planning

- Can they explore different ways to test an idea, choose the best way, and give reasons?
- Can they vary one factor? Can they explain why they do this?
- Can they plan and carry out an investigation by controlling variables fairly and accurately?
- Can they use the information to help make a prediction?
- Can they use test results to make further predictions and set up further comparative tests?
- Can they explain, in simple terms, a scientific idea and what evidence supports it?
- Can they present a report of their findings?

Obtaining and Presenting Evidence

- Can they explain why they have chosen specific equipment? (incl ICT based equipment)
- Can they decide which units of measurement they need to use?
- Can they explain why a measurement needs to be repeated?
- Can they record their measurements in different ways? (incl bar charts, tables and line graphs)
- Can they take measurements using a range of scientific equipment with increasing accuracy and precision?

Considering Evidence and Evaluating

- Can they find a pattern from their data and explain it?
- Can they use a graph to answer scientific questions?
- Can they link what they have found out to other science?
- Can they suggest how to improve their work and say why?
- Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
- Can they identify scientific evidence that has been used to support or refute ideas or arguments?
- Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results?

Inquiry 1

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Inquiry 6

- Animals Including Humans:**
Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?
- Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?
- Can they describe the ways in which nutrients and water are transported within animals, including humans?
- Can they explore the work of medical pioneers and recognise how much we have learnt about our bodies? (William Harvey, Galen etc)
- Can they compare the organ systems of humans to other animals?
- Can they make a diagram of the human body and explain how different parts work and depend on one another?
- Can they name and locate the major organs in the human body?

- Light:**
Can they recognise that light appears to travel in straight lines?
- Can they 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?
- Can they 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?
- Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?
- Can they explain how different colours of light can be created?
- Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)
- Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters?

- Electricity:**
Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)
- Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?
- Can they use recognised symbols when representing a simple circuit in a diagram?

- States of Matter:**
Can they compare and group materials together, according to whether they are solids, liquids or gases?
- Can they explain what happens to materials when they are heated or cooled?
- Can they measure or research the temperature at which different materials change state in degrees Celsius?
- Can they use measurements to explain changes to the state of water?
- Can they identify the part that evaporation and condensation has in the water cycle?
- Can they associate the rate of evaporation with temperature?

- Electricity:**
Can they make their own traffic light system or something similar?
- Can they explain the danger of short circuits?
- Can they explain what a fuse is?
- Can they explain how to make changes in a circuit?
- Can they explain the impact of changes in a circuit?
- Can they explain the effect of changing the voltage of a battery?

- Living Things and their Habitats:**
Can they 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?
- Can they give reasons for classifying plants and animals based on specific characteristics?
- Can they explain why classification is important?
- Can they readily group animals into reptiles, fish, amphibians, birds and mammals?
- Can they subdivide their original groupings and explain their divisions?
- Can they group animals into vertebrates and invertebrates?
- Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?