



## Science Overview

	Autumn	Spring	Summer
EYFS  FS2	<p><b><u>Fabulous Me</u></b> <b><u>Time for Change</u></b></p> <p>I can explore, name and talk about different use / function of body parts (<i>elbows, knee, eyebrows</i>)</p> <p>I can sequence growth from baby to adult. Talk about key changes (<i>same / different</i>)</p> <p>I can experience and explore weather through the changing seasons: i.e Summer into Autumn, Autumn into Winter and begin to compare</p> <p>I can experience, explore and identify the seasonal changes on the natural world at autumn time, categorise objects, sort objects using different criteria – shape / size / colour / material</p> <p>I can begin to identify some local tree species (<i>nature, natural, autumn</i>, describe what they see, hear and feel ... <i>shape and colours words e.g. long, spiky, gold, rust, orange</i>)</p> <p>I can explore a range of different pets and learn names of babies, i.e talk about key features, categorise – size / number of legs / mobility /</p> <p>I can explore woodland animals, i.e Name and identify key features, categorise by</p>	<p><b><u>Wonderful Water &amp; Super Heroes &amp; Villains</u></b></p> <p>I can explore the natural world around me: i.e observe and identify key characteristics of different seasons - Winter / Spring, begin to identify that there are four seasons (<i>winter, spring, season</i>)</p> <p>I can describe what I see, hear and feel whilst outside: i.e begin to develop an understanding of water when frozen, melted and heated by the sun, begin to develop an understanding of light (including colour and shadow) and heat</p> <p>I can explore the effect of changing seasons on the natural world around me, i.e complete a snow / ice study, explore animals that hibernate during the Winter and identify British winter animals - ... (<i>hibernation</i>)</p> <p>Explore artic animals, name and identify key features: □ Categorise by habitat / mobility / babies / sleeping habits</p> <p>I can talk about key features of the natural environment, beginning to identify different materials and their properties (<i>wood / hard</i>)</p> <p>I can explore the properties of different materials, i.e make a superhero cap / wand, talk about materials chosen and begin to say why</p>	<p><b><u>Gracious Growing</u></b> <b><u>Awesome Animals</u></b></p> <p>I can explore the natural world around me and make observations: i.e observe and identify key characteristics of different seasons – Spring into Summer, identify the four seasons and their key characteristics ( <i>winter, spring, summer, autumn, season</i>)</p> <p>I can compare and contrast two different environments</p> <p>I can observe natural features carefully and begin to make observational drawings: (Plants &amp; Animals)</p> <p>I can explore growth of different vegetables and identify key ingredients to grow (soil, sunlight, water:, grow own vegetables, visit school allotment)</p> <p>I can take care of flowers in EYFS outdoor area, i.e Name different flowers and plants</p> <p>I can observe and know the lifecycle of a butterfly i.e caterpillar, chrysalis, pupa, butterfly: and talk about it's habitat</p> <p>I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

	habitat / sleeping habits / babies ( <i>habitat, nocturnal</i> )		
Year 1	<p><b><u>Everyday Materials</u></b></p> <p><b>Observing closely</b> I can use object bags to sort and distinguish between an object and the material from which it is made. I can sort, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p><b>Exploration</b> I can compare and group together a variety of everyday materials based on their simple physical properties. I can explore the materials in the classroom and on the school fields and begin to ask simple questions.</p> <p><b>Collaborative Work</b> I can choose simple features to compare objects, materials and living things and, with help, decide how to sort and group them using Venn diagrams or labels given. I can talk to my group about what I have done in my investigation.</p> <p><b>Discussion</b> I can say what I have found out.</p> <p><b>Observation</b> I can describe my simple observations.</p> <p><b><u>Investigating Materials</u></b></p> <p><b>Observing closely</b></p>	<p><b><u>Senses</u></b></p> <p><b>Observing closely</b> I can identify, name, draw and label basic body parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Exploration</b> I can use my senses to explore the classroom and school grounds and begin to ask simple questions.</p> <p><b>Collaborative Work</b> I can work in a group to observe closely. I can gather data with support.</p> <p><b>Discussion</b> I can tell my team captain, group or adult what I have observed.</p> <p><b>Observation</b> I can draw pictures of the experiments.</p> <p><b><u>Plants</u></b></p> <p><b>Observing closely</b> I can use the internet to help identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can use a magnifying glass to closely observe a plant so that I can identify and describe the basic structure of a variety of</p>	<p><b><u>Animals including Humans</u></b></p> <p><b>Observing closely</b> I can use my own knowledge and iPads to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can use my own knowledge and iPads to identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><b>Exploration</b> I can explore the school grounds, Ness Gardens or the Zoo and begin to ask simple questions.</p> <p><b>Collaborative Work</b> I can make suggestions on how to collect data</p> <p><b>Discussion</b> I can look carefully and research to compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) to find out why they belong in each group.</p> <p><b>Observation</b> I can describe observations confidently.</p>

	<p>I can describe the simple physical properties of a variety of everyday materials so I know which to choose for Teddy's house.</p> <p><b>Exploration</b> I can choose ways to try and answer questions about my experiments with support.</p> <p>I can make simple predictions if appropriate about which material is best for Teddy's roof, towel etc (based on observations but without an explanation).</p> <p><b>Collaborative Work</b> I can talk to my group about what I have done in my investigation.</p> <p><b>Discussion</b> I can describe my simple observations of my experiments.</p> <p><b>Observation</b> I can say what I have found out.</p>	<p>common flowering plants, including trees.</p> <p><b>Exploration</b> I can predict if I have a fruit or a vegetable by making simple predictions if appropriate (based on observations but without an explanation).</p> <p><b>Collaborative Work</b> I can use simple features to compare objects, materials and living things and, with help, decide how to sort and group them as plants, trees, fruit, vegetables or fungi.</p> <p><b>Discussion</b> I can describe to my group or an adult what I have observed.</p> <p><b>Observation</b> I can draw pictures of my experiment.</p>	<p><b><u>Animals and plants in the local area</u></b></p> <p><b>Observing closely</b> I can make simple predictions, if appropriate, about which plants and animals I will find on the school field or a trip to Parks Field/Chester zoo (based on observations but without an explanation).</p> <p><b>Exploration</b> I can make suggestions on how to collect data about which plants or animals are on the school field.</p> <p>I can choose ways to try and answer questions with support.</p> <p>I can explore the world around me and begin to ask simple questions.</p> <p><b>Collaborative Work</b> I can gather and record data with support about the animals and plants which I have found on the field/Parks field or Ness Gardens.</p> <p><b>Discussion</b> I can say if what I found is as expected.</p> <p><b>Observation</b> I can use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with increasing confidence.</p>
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Year 2	<p><b><u>Name and Describe Materials</u></b></p> <p><b>Observing closely</b> I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can make some guided planning decisions. I can recognise when a simple test is unfair. I can make simple predictions, if appropriate (based on observations).</p> <p><b>Exploration</b> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,brick, rock, paper and cardboard for particular uses.</p> <p><b>Collaborative Work</b> I can explore the world around me and ask simple questions.</p>	<p><b><u>Uses of Everyday Materials</u></b></p> <p><b>Exploration</b> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,brick, rock, paper and cardboard for particular uses.</p> <p><b>Collaborative Work</b> I can explore the world around me and ask simple questions.</p> <p><b>Discussion</b> I can choose ways to try to ask and answer questions.</p> <p><b><u>Living Things and their habitats</u></b> I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p><b>Exploration</b></p>	<p><b><u>Plants</u></b></p> <p><b>Observing closely</b> I can observe and describe how seeds and bulbs grow into mature plants.</p> <p><b>Exploration</b> I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Collaborative Work</b> I can use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p> <p><b>Discussion</b> I can talk about what I have done in an investigation. I can begin to notice patterns and relationships.</p>

	<p><b>Discussion</b> I can choose ways to try to ask and answer questions.</p> <p><b>Observation</b> I can observe closely</p> <p><b><u>Healthy Eating</u></b> <b>Observing closely</b> I can describe observations confidently. I can say what I found out and how I found out. I can say if results are what I expected.</p> <p><b>Exploration</b> I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><b>Collaborative Work.</b> I can use simple measurements and equipment (for example, hand lenses, egg timers) to gather data with increasing confidence.</p> <p><b>Discussion</b> I can make suggestions on how to collect data.</p> <p><b>Observation</b> I can observe closely.</p>	<p>I can 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.</p> <p><b>Collaborative Work</b> I can identify and name a variety of plants and animals in their habitat, including micro-habitats.</p> <p><b>Discussion</b> I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p><b>Observation</b> I can identify and name different sources of food.</p>	<p><b>Observation</b> I can observe closely</p> <p><b><u>Animals Including Humans</u></b> <b>Observing closely</b> I can understand that animals, including humans, have offspring which grow into adults.</p> <p><b>Exploration</b> I can compare and contrast the offspring that are born.</p> <p><b>Collaborative Work</b> I can draw labelled pictures of an experiment. I can make a block graph. I can begin to use simple scientific language in recording my observations.</p> <p><b>Discussion</b> I can find out about and describe the basic needs of animals including humans, for survival (water, food and air).</p> <p><b>Observation</b> I can gather and record data.</p>
Year 3	<p><b><u>Rocks and Soil</u></b> <b>Reasoning</b> I can set up simple fair tests with support. I can begin to raise relevant questions using scientific experiences.</p>	<p><b><u>Forces and Magnets</u></b> <b>Reasoning</b></p>	<p><b><u>Materials</u></b> <b>Reasoning</b> I can sort the same group of materials in different ways. I can sort materials by a number of</p>

	<p>I can start to make decisions about which type of scientific enquiry to use when answering questions.</p> <p><b>Observation</b></p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>I can recognise that soils are made from rocks and organic matter.</p> <p><b>Discussion</b></p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>Planning</b></p> <p>I can make simple predictions based on everyday knowledge.</p> <p>I can set up simple fair tests with support.</p> <p><b>Evidence</b></p> <p>I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b><u>Light</u></b></p> <p><b>Reasoning</b></p> <p>I can set up simple practical enquiries.</p> <p>I can use straightforward scientific evidence to answer questions or to</p>	<p>I know what a Force is.</p> <p>I can compare how things move on different surfaces.</p> <p>I can describe magnets as having two poles.</p> <p><b>Discussion</b></p> <p>I can 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.</p> <p><b>Observation</b></p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p><b>Planning</b></p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>I can set up simple practical enquiries.</p> <p>I can set up simple fair tests with support.</p> <p>I can make simple predictions based on everyday knowledge.</p> <p><b>Obtaining and Presenting Evidence</b></p> <p>I can use a range of equipment, including thermometers and data loggers.</p> <p>I can record findings using simple bar charts, and tables.</p> <p><b><u>Plants</u></b></p>	<p>different criteria.</p> <p><b>Discussion</b></p> <p>I can suggest materials which could be used for specific jobs.</p> <p><b>Observation</b></p> <p>I can compare the properties of materials in different situations e.g. floating in salty water, magnetism in water.</p> <p><b>Planning</b></p> <p>I can set up a simple test to explore the differences between materials.</p> <p>I can set up a test to explore whether or not materials are attracted to magnets.</p> <p>I can set up a test to explore whether or not a material will float or sink.</p> <p><b>Obtaining and Presenting Evidence</b></p> <p>I can use results to draw simple conclusions.</p> <p>I can suggest improvements and raise further questions.</p> <p>I can report on findings from enquiries including oral and written explanations.</p> <p><b><u>Animals including Humans</u></b></p> <p><b>Reasoning</b></p> <p>I can describe how nutrients, water and oxygen are transported within animals and humans.</p> <p><b>Discussion</b></p> <p>I can explain the importance of a nutritious balanced diet.</p>
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	<p>support my findings.</p> <p><b>Observation</b> I can recognise that we need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can begin to make careful observations.</p> <p><b>Discussion</b> I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.</p> <p><b>Planning</b> I can begin to raise relevant questions using scientific experiences. I can start to make decisions about which type of scientific enquiry to use when answering questions.</p> <p><b>Obtaining and Presenting Evidence</b> I can find patterns in the way that the size of shadows change. I can present data in a variety of ways to help in answering questions. I can record findings using simple drawings and labelled diagrams.</p>	<p><b>Reasoning</b> I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Discussion</b> I can identify and describe the 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.</p> <p><b>Observation</b> I can investigate the way in which water is transported within plants.</p> <p><b>Planning</b> I can start to make decisions about which type of scientific enquiry to use when answering questions. I can set up simple practical enquiries.</p> <p><b>Obtaining and Presenting Evidence</b> I can record findings using simple drawings and labelled diagrams. I can present data in a variety of ways to help in answering questions. I can make predictions for new values, suggest improvements and raise further</p>	<p>I can 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.</p> <p><b>Observation</b> I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can describe and explain the muscular system of a human.</p> <p><b>Planning</b> I can begin to raise relevant questions using scientific experiences. I can start to make decisions about which type of scientific enquiry to use when answering questions.</p> <p><b>Obtaining and Presenting Evidence</b> I can record findings using simple drawings and labelled diagrams I can record findings using simple keys.</p>
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		questions.	
Year 4	<p><b><u>Electricity</u></b></p> <p><b>Reasoning</b> I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can 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.</p> <p><b>Observation</b> I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Discussion</b> I can identify common appliances that run on electricity.</p> <p><b>Planning</b> I can set up simple practical enquiries.</p> <p><b>Obtaining and Presenting Evidence</b> I can make predictions for new values, suggest improvements and raise further questions. I can report on findings from enquiries, including oral and written explanations,</p>	<p><b><u>States of Matter</u></b></p> <p><b>Reasoning</b> I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p><b>Observation</b> I can 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). I can make systematic and careful observations and where appropriate take accurate measurements using standard units.</p> <p><b>Discussion</b> I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Planning</b> I can make simple predictions based on everyday knowledge. I can begin to raise relevant questions using scientific experiences. I can use different types of scientific enquiries to answer questions, set up simple practical enquiries, simple comparative and fair tests.</p> <p><b>Obtaining and Presenting Evidence</b> I can identify patterns, similarities and differences in data to draw conclusions.</p>	<p><b><u>Sound</u></b></p> <p><b>Reasoning</b> I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p><b>Observation</b> I can identify how sounds are made, associating some of them with something vibrating. I can find patterns between the pitch of a sound and features of the object that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Discussion</b> I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p><b>Planning</b> I can set up simple comparative tests.</p> <p><b>Obtaining and Presenting Evidence</b> I can record findings using scientific language and using drawings and labelled diagrams.</p> <p><b><u>Living things and their habitats - Help our Habitats</u></b></p> <p><b>Reasoning</b> I can identify differences, similarities or</p>



	<p>displays or presentations of results and conclusions.</p> <p><b><u>Living things and their habitats</u></b></p> <p><b>Reasoning</b> I can explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.</p> <p><b>Observation</b> I can make systematic and careful observations.</p> <p><b>Discussion</b> I can recognise that living things can be grouped in a variety of ways.</p> <p><b>Planning</b> I can make simple predictions based on everyday knowledge.</p> <p><b>Obtaining and Presenting Evidence</b> I can record findings using scientific language. I can record findings using drawings and labelled diagrams. I can record findings using keys. I can record findings using bar charts, and tables. I can gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>I can use straightforward scientific evidence to answer questions or to support my findings.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b><u>Animals including humans</u></b></p> <p><b>Reasoning</b> I can compare the teeth of carnivores and herbivores and suggest reasons for differences.</p> <p><b>Observation</b> I can identify the different types of teeth in humans and their simple functions.</p> <p><b>Discussion</b> I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p><b>Planning</b> I can construct and interpret a variety of food chains, identifying producers, predators and prey. I can use different types of scientific enquiries to answer questions.</p> <p><b>Obtaining and Presenting Evidence</b> I can set up simple practical enquiries such as simple comparative tests and simple fair tests. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>changes related to simple scientific ideas and processes.</p> <p><b>Observation</b> I can recognise that environments can change and this can sometimes pose dangers to living things.</p> <p><b>Discussion</b> I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>Planning</b> I can set up simple practical enquiries, comparative and fair tests. I can ask relevant questions and use different types of scientific enquiries to answer them.</p> <p><b>Obtaining and Presenting Evidence</b> I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>
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<p>Year 5</p>	<p><b><u>Forces</u></b>  <b>Discussion</b>  I can use experiences to raise questions.  <b>Reasoning</b>  I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.  I can report and present findings from enquiries, including causal relationships and explanations.  I can report and present conclusions from enquiries.  <b>Ability to hypothesise using prior knowledge</b>  I can predict the outcome of an investigation providing a simple explanation.  I can make decisions about what observations to make.  I can use test results to make predictions to set up further comparative and fair tests.  <b>Independently apply skills</b>  I can plan different types of scientific enquiries to answer questions.  I can plan a fair test.  I can recognise and control variables where necessary.  I can take measurements using a range of scientific equipment.  I can use scientific equipment to make measurements and explain how to use it most accurately.  I can take repeat readings when appropriate.</p>	<p><b><u>Properties of change and materials</u></b>  <u>Spring 1 - Learning, Spring 2 - Testing</u>  <b>Discussion</b>  I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.  <b>Reasoning</b>  I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals wood and plastic.  I can report and present findings from enquiries, including causal relationships and explanations.  I can report and present conclusions from enquiries.  <b>Ability to hypothesise using prior knowledge</b>  I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  I can understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  I can use experiences to raise questions.  I can predict the outcome of an investigation providing a simple explanation.  I can use test results to make predictions to</p>	<p><b><u>Living Things and Their Habitats</u></b>  <b>Discussion</b>  I can describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.  I can describe the life process of reproduction in some plants and animals.  <b>Reasoning</b>  I can consider the degree of trust in results, in oral and written forms such as displays and other presentations.  <b>Ability to hypothesise using prior knowledge</b>  I can make their own decisions about what observations to make.  <b>Independently apply skills</b>  I can identify scientific evidence that has been used to support or refute ideas or arguments.  <b>Considering evidence and Evaluating</b>  I can record data and results using scientific diagrams and labels.    <b><u>Animals including humans</u></b>  <b>Discussion</b>  I can describe the changes as humans develop to old age.  I can explain what puberty is.  <b>Reasoning</b>  I can describe and explain the process of respiration in humans and plants.</p>
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	<p><b>Considering evidence and Evaluating</b>  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 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  I can record data and results using scientific diagrams and labels.  I can record data and results using classification keys.  I can record data and results using bar and line graphs.</p> <p><b><u>Earth and space</u></b></p> <p><b>Discussion</b>  I can describe the movement of the Earth, and other planets, relative to the Sun in the Solar System.  I can describe the movement of the Moon, relative to the Earth.  I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p><b>Reasoning</b>  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><b>Ability to hypothesise using prior knowledge</b>  I can plan different types of scientific enquiries to answer questions.</p> <p><b>Independently apply skills</b></p>	<p>set up further comparative and fair tests.</p> <p><b>Independently apply skills</b>  I can demonstrate that dissolving, mixing and changes of state are reversible changes.  I can plan different types of scientific enquiries to answer questions.  I can plan a fair test.  I can recognise and control variables where necessary.  I can take measurements using a range of scientific equipment.  I can make decisions about what observations to make.  I can use scientific equipment to make measurements and explain how to use it most accurately.  I can take repeat readings when appropriate.</p> <p><b>Considering evidence and Evaluating</b>  I can compare and group together everyday materials based on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets  Record data and results using scientific diagrams and labels.  I can record data and results using classification keys.  I can record data and results using bar and line graphs.</p>	<p><b>Ability to hypothesise using prior knowledge</b>  I can talk with knowledge about birth, reproduction and death of familiar animals or plants.</p> <p><b>Independently apply skills</b>  I can create a timeline to indicate stages of growth in humans.</p> <p><b>Considering evidence and Evaluating</b>  I can explore the work of well known naturalists (David Attenborough and Jane Goodall).</p>
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	<p>I can make their own decisions about what observations to make.</p> <p><b>Considering evidence and Evaluating</b></p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>I can report and present conclusions from enquiries.</p> <p>I can consider degree of trust in results, in oral and written forms such as displays and other presentations.</p>		
Year 6	<p><b><u>Living things and their habitats</u></b></p> <p><b>Discussion</b></p> <p>I can use experiences and ideas to raise a variety of questions.</p> <p><b>Reasoning</b></p> <p>I can 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.</p> <p><b>Ability to hypothesise using prior knowledge</b></p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Independently apply skills</b></p> <p>I can record data and more complex results using classification keys.</p> <p><b>Considering evidence and Evaluating</b></p> <p>I can identify scientific evidence that has</p>	<p><b><u>Evolution and Inheritance</u></b></p> <p><b>Discussion</b></p> <p>I can select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.</p> <p><b>Reasoning</b></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 produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p><b>Ability to hypothesise using prior knowledge</b></p> <p>I can identify how animals and plants are suited to their environment in different ways and that adaptation may lead to evolution.</p>	<p><b><u>SATS</u></b></p> <p><b><u>Electricity</u></b></p> <p><b>Discuss</b></p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Reasoning</b></p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in the circuit.</p> <p><b>Ability to hypothesise using prior knowledge</b></p> <p>I can 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.</p> <p><b>Independently apply skills</b></p> <p>I can make decisions about what observations to make.</p>

	<p>been used to support or refute ideas or arguments.</p> <p><b><u>Light</u></b></p> <p><b>Discussion</b> I can 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><b>Reasoning</b> I can recognise that light travels in straight lines. I can identify scientific evidence that has been used to support or refute ideas or arguments,</p> <p><b>Ability to hypothesise using prior knowledge</b> I can explain why shadows have the same shape as the objects that cast them.</p> <p><b>Independently apply skills</b> I can select and plan the most appropriate type of scientific enquiry to use to answer scientific questions. I can recognise when and how to set up fair tests.</p> <p><b>Considering evidence and Evaluating</b> I can report and present conclusions from enquiries.</p>	<p><b>Independently apply skills</b> I can select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.</p> <p><b>Considering evidence and Evaluating</b> I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b><u>Animals and Humans</u></b></p> <p><b>Discussion</b> I can identify and name the parts of the circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p><b>Reasoning</b> I can recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Ability to hypothesise using prior knowledge</b> I can make decisions on whether to repeat experiments. I can offer explanations for repeated measurement.</p> <p><b>Independently apply skills</b> I can recognise when and how to set up comparative tests. I can record data and more complex results using scatter graphs.</p> <p><b>Considering evidence and Evaluating</b></p>	<p>I can record data and more complex results using bar and line graphs.</p> <p><b>Considering evidence and Evaluating</b> I can explain which variables need to be controlled and why when carrying out fair tests.</p>
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