

Key End Points

Science



Subject:

Ready to Progress Criteria...

	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> I show care and concern for living things and the environment. I understand processes and changes in the natural world - seasons and changes in states and matter. I understand healthy living – what foods keep us healthy and how to lead a healthy lifestyle 	<ul style="list-style-type: none"> Hypothesis: I comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world.
Year 1	<ul style="list-style-type: none"> Animals, Including Humans: I can name, draw and label the basic parts of the human body and say which part of the body is linked with each sense. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Seasonal Changes: I can observe and describe weather associated with the seasons and how day length varies. Everyday Materials: I can compare and group together a variety of everyday materials on the basis of their simple physical properties. Plants: I can identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> Experiments: I can observe closely, using simple equipment. Recording Data: I can orally explain observations made during experiments.
Year 2	<ul style="list-style-type: none"> Healthy Living and Life Cycles: I can describe the importance of exercise, eating right foods and hygiene. I can discuss basic needs of animals, including humans and what they need for survival. I can notice that animals and humans have offspring which then grow into adults. Living things and their habitats: 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. Food chains: I can describe how animals obtain their food from plants and other animals using the idea of a simple food chain. I am also able to name different food sources. Plants: I can find out, and describe, how plants need water, light and a suitable temperature to grow and stay healthy. Materials: 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. 	<ul style="list-style-type: none"> Experiments/Recording Data: I can use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions. Conclusions: I can use observations and ideas to suggest answers to questions.
Year 3	<ul style="list-style-type: none"> Rocks and Soils: I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Teeth and Bones: I can identify the different types of teeth and their functions. I can explain that humans and some other animals have skeletons and muscles for support, protection and movement. Forces and Magnets: 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. Plants: I can identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Light and Shadows: I recognise that shadows are formed when the light from a light source is blocked by an opaque object. 	<ul style="list-style-type: none"> Experiments: I can set up simple practical enquiries, comparative and fair tests. Conclusions: I can use straightforward scientific evidence to answer questions or to support my findings.
Year 4	<ul style="list-style-type: none"> States of Matter: I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. The Human Body: I can describe the simple functions of the basic parts of the digestive system in humans. Changing Sounds: I recognise that vibrations from sounds travel through a medium to the ear. Living things and their habitats: I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Circuits and Conductors: I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 	<ul style="list-style-type: none"> Recording Data: I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Conclusions: I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
Year 5	<ul style="list-style-type: none"> Earth and Space: I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Keeping Healthy: I can explain the meaning of healthy and be able to identify the right types of nutritious foods for a healthy diet and to lead a healthy lifestyle. I am also able to group foods into different food groups. Properties of materials: I can 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. Forces: I can identify the effects of air resistance, water resistance and friction that act between moving surfaces. Microorganisms: I can explain what a microorganism is and how diseases spread. 	<ul style="list-style-type: none"> Hypothesis: I use test results to make predictions to set up further comparative and fair tests. Experiments: I can take measurements, using a range of scientific equipment, with increasing accuracy and precision. Recording Data: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs

Year 6

- **Light:** 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.
- **Humans:** I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- **Animals and Plants:** I can give reasons for classifying plants and animals based on specific characteristics.
- **Electricity:** 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.
- **Evolution:** I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

- **Experiments:** I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- **Conclusions:** I can report and present 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.
- I can identify scientific evidence that has been used to support or refute ideas or arguments.