



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. 	<ul style="list-style-type: none"> 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"> 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. Animals, Including Humans: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets and humans). Identify and name carnivores, herbivores and omnivores. Plants: I can identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify and classify.
Year 2	<ul style="list-style-type: none"> Animals, including Humans: I can find out about, and describe, the basic needs of animals, including humans, for survival (water, food and air) and the importance of exercise, food and hygiene for humans. I know that animals have offspring which grow into adults. Living things and their habitats: I can identify that most living things (living/dead/never been alive) 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. I can the idea of a simple food chain. Uses of Everyday 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. Plants: I can find out, and describe, how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> I can use my observations and ideas to suggest answers to questions. I can gather and record data to help in answering questions.
Year 3	<ul style="list-style-type: none"> Animals, including Humans: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identifying the need for the right type of nutrition. 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. I describe magnets as having two poles. I can compare how things move on different surfaces with the need for contact between two objects (magnetic forces act at a distance). Light: I know that light is needed in order to see things and dark is the absence of light. I know that shadows are formed when lights from the sources is blocked by an opaque object. Plants: I can identify and describe the functions of different parts of plants; roots, stem, leaves and flowers (including the life cycle of flowering plant). I know the requirements of plants for life and growth. Rocks: I can compare, describe and group together different kinds of rocks on the basis of their appearance and simple physical properties. 	<ul style="list-style-type: none"> I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. 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. I can gather, record, classify and present data in a variety of ways to help in answering questions. 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.
Year 4	<ul style="list-style-type: none"> Animals Including Humans: I can describe the simple functions of the basic parts of the digestive system in humans. I can construct and interpret a variety of food chains, identifying producers, predators and prey. Electricity: I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can recognise some common conductors and insulators. 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. Sound: I recognise that vibrations from sounds travel through a medium to the ear. I find patterns between the pitch and volume of sounds and I recognise that sounds gets fainter as the distance from the sound source increases. States of Matter: I can observe that some materials change state when they are heated or cooled. I can compare and group according to whether they are solids, liquids or gases. 	<ul style="list-style-type: none"> I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can use straightforward scientific evidence to answer questions or to support their findings.

Year 5	<ul style="list-style-type: none"> ● Living things and their habitats: I can describe the life process of reproduction in some plants and animals. ● Animals, including humans: I can describe the changes as humans develop to old age. ● Properties and changes 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. I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. ● 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. I can describe the movement of the Earth, and other planets, relative to the sun in the solar system. ● Forces: I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the earth and the falling object. 	<ul style="list-style-type: none"> ● I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ● I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; ● I can use test results to make predictions to set up further comparative and fair tests
Year 6	<ul style="list-style-type: none"> ● Animals, including 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. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. ● 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. I can use recognised symbols when representing a simple circuit in a diagram. ● Evolution and Inheritance: I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ● 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. ● Living things and their habitats: I can give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> ● I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a 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.