



Curriculum Scope	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	<p>2 Year Old Provision I can understand simple questions about 'who', 'what' and 'where' (not why.)</p> <p>I can explore and respond to different natural phenomena in the setting.</p>	<p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help answer questions.</p>	<p>I can ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>I can set up simple practical enquiries.</p> <p>I can set up comparative tests.</p> <p>I can set up fair tests.</p> <p>I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including:</p> <ul style="list-style-type: none"> -Thermometers -Data loggers. <p>I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>I can record findings using:</p> <ul style="list-style-type: none"> -Simple scientific language -Drawings -Labelled diagrams -Keys -Bar charts -Tables. <p>I can report on findings from enquiries, including:</p> <ul style="list-style-type: none"> -Oral explanations -Written explanations -Displays -Presentations. <p>I can use results to draw simple conclusions.</p> <p>I can use results to make predictions for new values.</p> <p>I can use results to suggest improvements.</p>	<p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>I can take repeated measurement readings, when appropriate.</p> <p>I record data and results of increasing complexity using:</p> <ul style="list-style-type: none"> -Scientific diagrams and labels -Classification keys -Tables -Scatter graphs -Bar graphs -Line graphs. <p>I can use test results to make predictions to set up further comparative and fair tests.</p> <p>I can report and present findings from enquiries (orally and written) including:</p> <ul style="list-style-type: none"> -Conclusions -Causal relationships -Explanations of and a degree of trust in results -Displays -Presentations. <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>			
	<p>Nursery I can understand simple 'why' questions and discuss answers given.</p> <p>I can learn and use new vocabulary relating to topics.</p> <p>I can talk about what I see using a wide range of vocabulary.</p>						
	<p>Reception I can ask questions to find out more and to check understanding.</p> <p>I can learn new vocabulary to do with topics.</p> <p>I can offer explanations about how and why things happen.</p> <p>I can describe what I can hear and see outside.</p>						



				<p>I can use results to raise further questions.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can use straightforward scientific evidence to answer questions.</p> <p>I can use straightforward scientific evidence to support my findings.</p>		
Plants	<p>2 Year Old Provision I can recognise and point to objects if asked about them.</p>	<p>I can identify and name a variety of common: -Wild plants - Garden plants - Trees (deciduous and evergreen.)</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>I can observe and describe how seeds grow into mature plants.</p> <p>I can observe and describe how bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>I can identify and describe the functions of different parts of flowering plant including: -Roots, -Stem/trunk -Leaves -Flowers.</p> <p>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>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including: -Pollination -Seed formation -Seed dispersal.</p>	N/A	N/A
	<p>Nursery I can plant seeds and show care for growing plants.</p> <p>I can explore how things grow.</p> <p>I can understand the key features of a life cycle of a plant (Sunflower.)</p>					
	<p>Reception I can make observations of plants.</p> <p>I can observe and compare living things.</p> <p>I can study and compare life cycles.</p> <p>I can describe what I can hear and see outside.</p> <p>I can respect/ care for natural environments/ living things.</p>					



Living things and their habitats	<p>2 Year Old Provision I can start to notice and ask questions about living things.</p> <p>I can use new vocabulary surrounding animals and living things.</p> <p>I can notice differences between animals.</p>	N/A	<p>I can explore and compare the difference between things that are living, dead and have never been alive.</p> <p>I can identify that most living things live in habitats to which they are suited.</p> <p>I can 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>I can identify and name a variety of plants and animals in their habitats.</p> <p>I can identify and name a variety of plants and animals in their microhabitats.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p>I can identify and name different sources of food for a variety of animals.</p>	N/A	<p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in my local environment.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in the wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants.</p> <p>I can describe the life process of reproduction in some animals.</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:</p> <ul style="list-style-type: none"> -Micro-organisms -Plants -Animals. <p>I can give reasons for classifying plants and animals based on specific characteristics.</p>
	<p>Nursery I can use new vocabulary surrounding animals and living things.</p> <p>I can talk about different creatures and their features.</p> <p>I can understand the key features of a life cycle of an animal (Butterfly.)</p> <p>I can explore how things grow.</p> <p>I can show care and concern for living things and discuss who we can care for creatures.</p> <p>I can look at and discuss photos and books with different cultures, countries and environments.</p>						
	<p>Reception I can explore the natural world.</p> <p>I can observe and compare living things.</p> <p>I can make observations of plants and animals.</p> <p>I can study and compare life cycles.</p>						



	<p>I can respect/ care for natural environments/ living things.</p> <p>I can discuss different environments.</p> <p>I can recognise some environments that are different to the ones in which they live.</p> <p>I can discuss similarities and differences between different countries.</p> <p>I can describe what I can hear and see outside.</p>						
Animals, including humans	<p>2 Year Old Provision I can start to notice and ask questions about differences between people.</p> <p>I can show increasing interest and discuss the difference between people.</p> <p>I can talk about my family with increasing confidence.</p> <p>I can use new vocabulary surrounding animals and living things.</p> <p>I can start to show an interest in toileting routines.</p> <p>I can learn to use the toilet with help.</p> <p>I can show increasing independence in daily routines E.g. feeding or dressing myself.</p> <p>I can explore a wider range of materials using all of my senses to investigate them.</p>	<p>I can identify and name a variety of common animals including: -Fish -Amphibians -Reptiles -Birds -Mammals</p> <p>I can identify and name some common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals: -Fish -Amphibians -Reptiles -Birds -Mammals including pets</p> <p>I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the human body is associated with each sense.</p>	<p>I can identify those animals, including humans, have offspring which grow into adults.</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air.)</p> <p>I can describe the importance of exercise for humans.</p> <p>I can describe the importance of eating the right amounts of different types of food for humans.</p> <p>I can describe the importance hygiene for humans.</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>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I can identify the different types of teeth in humans and their simple functions.</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>I can describe the changes as humans develop to old age.</p>	<p>I can identify and name the main parts of the human circulatory system.</p> <p>I can describe the functions of the heart, blood vessels and blood.</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>



I can notice differences between animals.

Nursery

I can talk about differences between people and what makes people special.

I can use the toilet and wash my hands independently.

I can talk about the importance of brushing my teeth and washing to keep myself clean.

I can make healthy choices about food, drink, activity.

I can use new vocabulary surrounding animals and living things.

I can talk about different creatures and their features.

Reception

I can name and describe people.

I can develop skills that I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, toileting.

I can manage my own basic and personal needs.

I can discuss and implement good hygiene e.g. wash hands.

I can discuss health and wellbeing such as healthy eating.



	I can start to explore how to keep healthy, exercise, foods, hygiene.						
Rocks. Evolution and inheritance	2 Year Old Provision N/A	N/A	N/A	Rocks- I can compare and group together different kinds of rocks on the basis of their appearance.	N/A	N/A	Evaluation and inheritance- 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. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
	Nursery I can use new vocabulary surrounding animals and living things. I can talk about different creatures and their features.			I can compare and group together different kinds of rocks on the basis of their simple physical properties, including: -Hardness -Porosity -Density			
	Reception I can explore the natural world. I can make observations of plants and animals. I can comment on images from the past.			I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter.			
Light	2 Year Old Provision N/A	N/A	N/A	I can recognise that we need light in order to see things and that dark is the absence of light. I can observe that light is reflected from surfaces.	N/A	N/A	I can recognise that light appears to travel in straight lines. I can 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. 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.
	Nursery N/A			I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source			



	<p>Reception I can offer explanations about how and why things happen.</p> <p>I can explore the natural world.</p> <p>I can discuss health and wellbeing.</p>			<p>is blocked by an opaque object.</p> <p>I can find patterns in the way that the size of shadows change.</p>			<p>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.</p>
Electricity	<p>2 Year Old Provision N/A</p>	N/A	N/A	N/A	<p>I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit.</p> <p>I can identify and naming its basic parts, including: -Cells -Wires -Bulbs -Switches -Buzzers.</p> <p>-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/cell.</p> <p>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.</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	N/A	<p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>I can 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.</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p>
	<p>Nursery N/A</p>						
	<p>Reception N/A</p>						
	<p>2 Year Old Provision I can explore my voice and making sounds.</p> <p>I can explore a range of sound-makers and instruments.</p>	N/A	N/A	N/A	<p>I can identify how sounds are made, associating some of them with something vibrating.</p>	N/A	N/A



<p>Sound</p>	<p>I can change volume and pitch when talking.</p> <p>Nursery I can explore voices and enjoy making sounds.</p> <p>I can sing a song using the correct pitch of tone.</p> <p>Reception I can move to music and the beat with more rhythm.</p>				<p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p>		
<p>Forces and magnets</p>	<p>2 Year Old Provision I can push along on a wheeled toy E.g. scooter or trike</p> <p>Nursery I can explore and talk about different forces they can feel E.g. Snapping a twig, stretching elastic bands</p> <p>I can explore how things work E.g. windup toys, pegs and boards, cause and effect toys</p>	<p>N/A</p>	<p>N/A</p>	<p>I can compare how things move on different surfaces.</p> <p>I can observe that some forces need contact between 2 objects, but magnetic forces can act over a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet or not.</p>	<p>N/A</p>	<p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can recognise that some mechanisms allow a smaller force to have a greater effect, including:</p> <ul style="list-style-type: none"> -Levers -Gears 	<p>N/A</p>



	<p>Reception N/A</p>			<p>I can identify some magnetic materials.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		-Pulleys.	
Materials.	<p>2 Year Old Provision I can explore different materials with more confidence.</p> <p>I can explore natural materials, indoors and outdoors.</p> <p>I can explore materials with different properties.</p> <p>I can explore a wider range of materials using all of my senses to investigate them.</p>	<p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name variety of everyday materials including:</p> <ul style="list-style-type: none"> -Wood -Plastic -Glass -Metal -Water -Rock 	<p>I can identify and compare the suitability of a variety of everyday materials for particular uses, including:</p> <ul style="list-style-type: none"> -Wood: -Metal -Plastic -Glass -Brick -Rock -Paper -Cardboard <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	N/A	<p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can observe that some materials change state when they are heated or cooled.</p> <p>I can measure or research the temperature some materials change state in degrees Celsius (°C).</p> <p>I can identify the part played by evaporation and condensation in the water cycle.</p> <p>I can associate the rate of evaporation with temperature.</p>	<p>I can compare and group together everyday materials on the basis of their properties, including:</p> <ul style="list-style-type: none"> -Hardness -Solubility -Transparency -Conductivity (electrical and thermal) -Response to magnets. <p>I can demonstrate that some materials will dissolve in liquid to form a solution.</p> <p>I can describe how to recover a substance from a solution.</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including:</p> <ul style="list-style-type: none"> -Filtering -Sieving -Evaporating. <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including:</p> <ul style="list-style-type: none"> -Metals -Wood -Plastic. 	N/A
	<p>Nursery I can explore different materials with similar and different properties E.g. Natural Autumn resources.</p> <p>I can explore and compare collections of materials and identify similarities and differences.</p>	<p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>					
	<p>Reception I can talk about differences between materials.</p> <p>I can explore changing states of matter.</p>						



						<p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including-</p> <ul style="list-style-type: none"> -Changes associated with burning -The action of acid on bicarbonate of soda. 	
Other Scientific Topics	<p>2 Year Old Provision Seasonal change- I can explore and respond to different natural phenomena in the setting.</p> <p>Earth and space N/A</p>	<p>Seasonal change-</p> <p>I can observe changes across the 4 seasons.</p> <p>I can observe and describe the weather for each season.</p> <p>I can describe how the day length changes across the seasons.</p>	N/A	N/A	N/A	<p>Earth and space -</p> <p>I can describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>I can describe the movement of the moon relative to the Earth.</p> <p>I can describe the Sun, Earth and moon as approximately spherical bodies.</p> <p>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>	N/A
	<p>Nursery Seasonal change- I can discuss the changing weather – Understand weather changes and clothing.</p> <p>I can discuss different types of weather and seasons building on experiences from throughout the year.</p> <p>Earth and space N/A</p>						
	<p>Reception Seasonal change-</p> <p>I can recognise and begin to understand changes in seasons and the natural world.</p> <p>I can discuss changes in seasons with confidence.</p>						



I can describe what I can hear and see outside.

Earth and space

I can offer explanations about how and why things happen.

I can explore the natural world.

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