

Science – Substantive Knowledge Progression Document

This document outlines the progression of science objectives, separated into the following areas:

<b>Animals Including Humans:</b> <ul style="list-style-type: none"> <li>- Physical Health</li> <li>- Parts of the Body</li> <li>- Changing from a Baby to an Adult</li> <li>- Survival</li> <li>- Food Change</li> <li>- Key Vocabulary</li> </ul>	<b>Everyday Materials &amp; States of Matter:</b> <ul style="list-style-type: none"> <li>- Materials and their Properties</li> <li>- Solids, Liquids and Gases</li> <li>- Key Vocabulary</li> </ul>	<b>Seasons:</b> <ul style="list-style-type: none"> <li>- Seasonal Changes</li> <li>- Key Vocabulary</li> </ul>	<b>Living Things &amp; Their Habitats</b> <ul style="list-style-type: none"> <li>- Habitats</li> <li>- Living Things</li> <li>- Key Vocabulary</li> </ul>	<b>Rocks</b> <ul style="list-style-type: none"> <li>- Rocks</li> <li>- Key Vocabulary</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>- Types of Plant</li> <li>- Parts of a Plant</li> <li>- Growing Healthy Plants</li> <li>- Key Vocabulary</li> </ul>
<b>Light:</b> <ul style="list-style-type: none"> <li>- Light</li> <li>- Key Vocabulary</li> </ul>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>- Forces and Magnets</li> <li>- Key Vocabulary</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>- Sound</li> <li>- Key Vocabulary</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>- Electricity</li> <li>- Key Vocabulary</li> </ul>	<b>Earth and Space</b> <ul style="list-style-type: none"> <li>- Earth and Space</li> <li>- Key Vocabulary</li> </ul>	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>- Evolution and Inheritance</li> <li>- Key Vocabulary</li> </ul>
<b>Working Scientifically</b>					
<ul style="list-style-type: none"> <li>- Observing Changes Over Time and Noticing</li> <li>- Research</li> <li>- Asking Questions</li> <li>- Grouping and Classifying</li> <li>- Comparative and Fair Tests</li> <li>- Recording and Presenting Findings</li> <li>- Key Vocabulary</li> </ul>					

	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Units Studied	Seasonal Changes Living Things and Their Habitats Everyday Materials Animals Including Humans Plants	Forces and Magnets Rocks Animals Including Humans Light Plants Sound States of Matter Electricity Living Things	Properties of Materials and Changing State Animals Including Humans Living Things Earth and Space Light Evolution and Inheritance

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Animals Including Humans: Physical Health			<ul style="list-style-type: none"> <li>I am beginning to make healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>I know that humans need to exercise, eat a balanced diet and keep good hygiene to stay healthy. (CyA:Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I know that animals, including humans, need the right types of nutrition to survive. (CyA:Su2)</li> <li>I know that animals, including humans, cannot make their own food. (CyA:Su2)</li> </ul>	<ul style="list-style-type: none"> <li>I know the impact of diet, exercise, drugs and lifestyle on the way the body functions. (CyB:Sp1; CyB:Su2)</li> <li>I know the ways in which nutrients and water are transported within animals, including humans. (CyB:Sp1) I know how the circulatory system enables the body to function. (CyB:Su2)</li> <li>I can explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. (CyB:Sp1)</li> </ul>
Animals Including Humans: Parts of the Body	<ul style="list-style-type: none"> <li>I am learning to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>I am using the toilet independently most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>I can say which part of the body is associated with each sense. (CyB:Su2)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why animals and humans have skeletons and muscles (for support, protection and movement). (CyA:Su2)</li> <li>I know why animals and humans have skeletons and muscles. (CyA:Sp1)</li> <li>I know the parts of the digestive system and their functions. (CyB:Sp2)</li> <li>I know the names of human teeth. (CyB:Sp2)</li> <li>I know the functions of different human teeth. (CyB:Sp2)</li> </ul>	<ul style="list-style-type: none"> <li>I know the names of the main parts of the human circulatory system. (CyB:Sp1)</li> <li>I know the functions of the heart, blood vessels and blood. (CyB:Sp1)</li> </ul>
Animals Including Humans: Changing from a Baby to an Adult		<ul style="list-style-type: none"> <li>I can talk about the concept of growing up.</li> <li>I understand how I have grown and changed.</li> </ul>	<ul style="list-style-type: none"> <li>I know about growth and change.</li> </ul>	<ul style="list-style-type: none"> <li>I know that animals including humans have offspring that grow into adults. (CyA:Su1)</li> <li>I can record the life cycle of an animal such as a frog or a butterfly. (CyA:Su1)</li> </ul>		<ul style="list-style-type: none"> <li>I know the 6 stages of human development. (CyA:Sp1)</li> <li>I know the changes that occur during puberty. (CyA:Sp1)</li> <li>I know that different species of animal have different gestation periods. (CyA:Sp1)</li> </ul>

Animals Including Humans: Survival				<ul style="list-style-type: none"> <li>I know that animals including humans need water, food and shelter to survive. (CyB: Au2)</li> </ul>	<ul style="list-style-type: none"> <li>I know what animals need to survive. (CyA: Sp1)</li> </ul>	
Animals Including Humans: Food Chains				<ul style="list-style-type: none"> <li>I know the differences between carnivores, herbivores and omnivores. (CyB: Au2)</li> <li>I can construct a simple food chain. (CyB: Su2)</li> </ul>	<ul style="list-style-type: none"> <li>I know how food chains work. (CyB: Su2)</li> <li>I know the parts that different animals play in food chains. (CyB: Su2)</li> <li>I can construct a food chain. (CyB: Su2)</li> </ul>	
Animals Including Humans: Key Vocabulary	<p>toilet poo wee wash</p>	<p>grow baby child adult toddler</p>	<p>see hear feel smell touch taste healthy</p>	<p>offspring balanced diet hygiene life cycle birds mammals reptiles amphibians carnivores herbivores omnivores</p>	<p>skeleton muscle nutrition protection incisor canine molar pre-molar enamel decay plaque food chain predator prey producer consumer primary secondary tertiary decomposer</p>	<p>human development puberty gestation circulatory functions organs blood vessels</p>

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Everyday Materials & States of Matter: Materials and Their Properties	<ul style="list-style-type: none"> <li>I can explore different materials and their properties.</li> <li>I can explore natural materials indoors and outside.</li> </ul>	<ul style="list-style-type: none"> <li>I can make choices about which materials to use when creating.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and paper.</li> <li>I am beginning to understand what ‘recycle’ means, and why we should do it.</li> <li>I understand how different materials feel and explore them freely, for example: malleable, fabrics, natural.</li> </ul>	<ul style="list-style-type: none"> <li>I know the names of the following materials; wood, plastic, glass, metal and rock. (CyA:Sp1; CyB:Au1)</li> <li>I know the following properties; hard, soft, bendy, rigid, smooth, rough, transparent, opaque and waterproof. (CyA:Sp1; CyB:Au1)</li> <li>I can distinguish the difference between an object and the material from which it is made. (CyA:Sp1; CyB:Au1)</li> <li>I know why different materials are suitable for different uses. (CyB:Au1)</li> <li>I know that some materials can have their shape changed easily. (CyB:Sp2)</li> </ul>	<ul style="list-style-type: none"> <li>I know that some materials can change state. (CyB:Au2)</li> </ul>	<ul style="list-style-type: none"> <li>I know that dissolving, mixing and changes of state are reversible changes. (CyA:Au2;CyA:Su1)</li> <li>I know that some changes result in the formation of new materials, including changes associated with burning. (CyA:Au2,CyA:Su1)</li> <li>I can compare and group together everyday materials on the basis of their properties, including solubility. (CyA:Su1)</li> </ul>
Everyday Materials & States of Matter: Solids, Liquids and Gases			<ul style="list-style-type: none"> <li>I understand some important processes and changes in the natural world around me, including the changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>I know how the properties of solids and liquids affect how they behave. (CyB:Sp2)</li> </ul>	<ul style="list-style-type: none"> <li>I know the differences between solid, liquids and gases. (CyB:Au2)</li> <li>I can investigate the stages of the water cycle. (CyB:Au2) (This learning is supported by this half term’s Y3/4 geography unit of work.)</li> </ul>	<ul style="list-style-type: none"> <li>I know that some materials will dissolve in liquid to form a solution. (CyA:Au2; CyA:Su1)</li> <li>I know how to recover a substance from a solution. (CyA:Au2; CyA:Su1)</li> <li>I know how different mixtures can be separated, through filtering, sieving and evaporating. (CyA:Au2;CyA:Su1)</li> </ul>
Everyday Materials & States of Matter: Key Vocabulary	<p>hot cold</p>	<p>bendy soft rough hard strong smooth</p>	<p>melt float sink waterproof plastic wood metal paper glass</p>	<p>properties transparent opaque translucent suitability solids liquids</p>	<p>state of matter water cycle evaporate condense melt solidify</p>	<p>dissolve solution substance mixture filter sieve evaporate reversible change change of state</p>

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Seasonal Changes	<ul style="list-style-type: none"> <li>I can explore and respond to different natural phenomena in my setting.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore changes in autumn, spring, summer and winter.</li> <li>I can explore what happens on a cold winter's day.</li> </ul>	<ul style="list-style-type: none"> <li>I can learn about the seasons and know it is autumn, spring, summer or winter.</li> <li>I can talk about the seasons and have some understanding about the changes that happen, for example, the food that grows on the farm in different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the length of the day varies throughout the year. (CyA: Au1; CyA: Sp2; CyB: Sp1)</li> <li>I know the types of weather associated with the four season. (CyA: Au1; CyA: Sp2; CyB: Sp1)</li> <li>I can observe changes across the four seasons. (CyA: Au1; CyA: Sp2; CyB: Sp1)</li> </ul>		
Seasonal Changes: Key Vocabulary	rain sun wind snow	wet dry warm windy cloudy weather day night	autumn spring summer winter frost ice freezing lighter darker	season autumn spring summer winter		

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Living Things and Their Habitats: Habitats			<ul style="list-style-type: none"> <li>I have an understanding of some animal habitats and can describe them and who lives in them.</li> <li>I can name a range of animals and where they live (habitat).</li> </ul>	<ul style="list-style-type: none"> <li>I know what a habitat and microhabitat is. (CyA:Au2)</li> <li>I know that most living things need shelter and food to survive. (CyA:Au2)</li> <li>I know that different living things are suited to different habitats. (CyA:Au2)</li> <li>I can describe the conditions in different habitats. (CyA:Au2)</li> </ul>		
Living Things and Their Habitats: Living Things	<ul style="list-style-type: none"> <li>I enjoy stories about people and nature (birds, bees, cats, dogs etc.) and I'm interested in photographs of myself with these.</li> </ul>	<ul style="list-style-type: none"> <li>I enjoy stories about people and nature (birds, bees, cats, dogs etc.) and I'm interested in photographs of myself with these.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe an animal using some scientific vocabulary.</li> <li>I can care for and look after animals, and encourage others to do so.</li> <li>I can compare animals and observe their changes (life cycles).</li> <li>I can talk about members of my family and my relationship to them, for example, mum and dad.</li> </ul>	<ul style="list-style-type: none"> <li>I know that there are seven life processes that all living things do; movement, respiration, sensitivity, nutrition, excretion, reproduction and growth. (CyB:Su2)</li> <li>I know the differences between things that are living, dead and things that have never been alive. (CyB:Su2)</li> <li>I know the differences between birds, reptiles, mammals, fish and amphibians. (CyB:Au2)</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between a vertebrate and an invertebrate. (CyB:Su1)</li> <li>I know the differences between different groups of vertebrates, including: fish, amphibians, reptiles, birds and mammals. (CyB:Su1)</li> <li>I know the differences between different groups of invertebrates, such as snails and slugs, worms, spiders and insects. (CyB:Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I know the life process of reproduction in some plants. (CyA:Sp2)</li> <li>I know the life process of reproduction in some animals. (CyA:Sp2)</li> <li>I know the differences in the life cycles of mammals, amphibians, insects and birds. (CyA:Sp2)</li> <li>I know the difference between sexual and asexual reproduction in plants. (CyA:Sp2)</li> <li>I know how living things are classified into broad groups, including micro-organisms, plants and animals. (CyB:Su1)</li> <li>I know the reasons for classifying plants and animals based on specific characteristics. (CyB:Su1)</li> <li>I know the differences in the life cycles of mammals, amphibians, insects and birds. (CyA:Sp2)</li> </ul> <p>I know the life process of reproduction in some animals. (CyA:Sp2)</p>
Living Things and Their Habitats: Key	<p>animals people bugs</p>	<p>insects inside outside</p>	<p>animal names pond garden habitat wild birds insects life cycle</p>	<p>habitat microhabitat life processes food chain</p>	<p>vertebrate invertebrate fish amphibian reptile bird mammal insect</p>	

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Plants: Types of Plants			<ul style="list-style-type: none"> <li>I can observe the plants and trees around me, and how they change.</li> </ul>	<ul style="list-style-type: none"> <li>I know the names of the following plants; daffodils, daisies, buttercups, roses, poppies, tulips and dandelions. (CyA:Su2; CyB:Su1)</li> <li>I know that there are evergreen and deciduous trees. (CyA:Su2; CyB:Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I can group plants into flowering plants and non-flowering plants. (CyB:Su1)</li> </ul>	
Plants: Parts of a Plant			<ul style="list-style-type: none"> <li>I can name the parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the basic structure of a flowering plant including a stem, leaves, roots and petals. (CyA:Su2; CyB:Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I can label the functions of each part of a flowering plants (roots, stem/trunk, leaves and flowers). (CyA:Su1)</li> </ul>	
Plants: Growing Healthy Plants			<ul style="list-style-type: none"> <li>I can grow my own plants and look after them.</li> </ul>	<ul style="list-style-type: none"> <li>I know that plants need water, light and warmth to grow healthily. (CyA:Su2; CyB:Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I know what plants need to grow. (CyA:Su1)</li> <li>I know the part that flowers play in the plant's life cycle. (CyA:Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I know the life process of reproduction in some plants. (CyA:Sp2)</li> <li>I know the difference between sexual and asexual reproduction in plants. (CyA:Sp2)</li> </ul>
Plants: Key Vocabulary			<p>leaf flower seed tree plant</p>	<p>plant names evergreen deciduous</p>	<p>functions transported</p>	<p>life process reproduction root cutting parent plant propagation</p>

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Rocks					<ul style="list-style-type: none"> <li>I can identify the three different types of rocks. (CyA: Au2)</li> <li>I know how fossils are formed. (CyA: Au2)</li> <li>I know how soil is formed. (CyA: Au2)</li> <li>I know how rocks may change in water. (CyA: Au2)</li> </ul>	
Rocks: Key Vocabulary					fossil sedimentary igneous metamorphic eroding	

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Light					<ul style="list-style-type: none"> <li>I know that light is needed in order to see things. (CyA: Sp2)</li> <li>I know that dark is the absence of light. (CyA: Sp2)</li> <li>I know that light is reflected from surfaces. (CyA: Sp2)</li> <li>I know how and why I need to protect my eyes from the sun. (CyA: Sp2)</li> <li>I can investigate how shadows are formed and how they change. (CyA: Sp2)</li> </ul>	<ul style="list-style-type: none"> <li>I know that light appears to travel in straight lines. (CyB: Au2)</li> <li>I know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. (CyB: Au2)</li> <li>I know that objects are seen because they give out or reflect light into the eye. (CyB: Au2)</li> <li>I know that light travels in straight lines so shadows have the same shape as the objects that cast them. (CyB: Au2)</li> </ul>
Light: Key Vocabulary					absence reflect surface	light source reflect reflective refract prism



	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Forces and Magnets					<ul style="list-style-type: none"> <li>I know that magnets can attract and repel. (CyA,Au1)</li> <li>I can investigate how objects move differently on different surfaces. (CyA,Au1)</li> <li>I know that magnets have two poles. (CyA,Au1)</li> <li>I know the difference between a push and a pull. (CyA:Au1)</li> </ul>	<ul style="list-style-type: none"> <li>I know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (CyA:Au1)</li> <li>I know about the effects of air resistance, water resistance and friction that act between moving surfaces. (CyA:Au1)</li> <li>I know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (CyA:Au1)</li> </ul>
Forces and Magnets: Key					magnets attract repel force	gravity air resistance friction mechanism surface area

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Sound					<ul style="list-style-type: none"> <li>I know that sound is made from vibrations. (CyB:Au1)</li> <li>I know the differences between patterns of vibrations. (CyB:Au1)</li> <li>I know that sounds get fainter as the distance from the sound source increases. (CyB:Au1)</li> </ul>	
Sound: Key Vocabulary					vibration source decibel	

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Electricity					<ul style="list-style-type: none"> <li>I know how to construct a simple series electrical circuit. (CyB:Sp1)</li> <li>I know some common electrical conductors and insulators. (CyB:Sp1)</li> <li>I know that a switch opens and closes a circuit. (CyB:Sp1)</li> <li>I know how to work safely when working with electricity. (CyB:Sp1)</li> </ul>	<ul style="list-style-type: none"> <li>I know what the components of the circuit are. (CyB:Au1)</li> <li>I know the electrical symbol for each component. (CyB:Au1)</li> <li>I know that the brightness of a bulb is determined by the number and voltage of cells used in a circuit. (CyB:Au1)</li> <li>I know that the volume of a buzzer is determined by the number and voltage of cells used in a circuit. (CyB:Au1)</li> </ul>
Electricity: Key Vocabulary					series circuit conductor insulator switch component	component symbol bulb buzzer voltage cell

Upper Key Stage Two						
Earth and Space	<ul style="list-style-type: none"> <li>I know that the Sun is a star at the centre of our solar system. (CyA:Su2)</li> <li>I know that our solar system has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. (Pluto is a 'dwarf planet.')(CyA:Su2)</li> <li>I know that a moon is a celestial body that orbits a planet. (CyA:Su2)</li> <li>I can describe the movement of the Earth, and other planets, is relative to the Sun in the solar system. (CyA:Su2)</li> <li>I can describe the movement of the Moon relative to the Earth. (CyA:Su2)</li> <li>I know that the Sun, Earth and Moon are approximately spherical bodies. (CyA:Su2)</li> <li>I know how the Earth's rotation explains day and night and the apparent movement of the Sun across the sky. (CyA:Su2)</li> </ul>					
Earth and Space: Key	planet names solar system celestial spherical rotate relative to					

Upper Key Stage Two						
Evolution and	<ul style="list-style-type: none"> <li>I know that fossils provide information about living things that inhabited the Earth millions of years ago. (CyB:Sp2)</li> <li>I know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (CyB:Sp2)</li> <li>I know that animals and plants are adapted to suit their environment in different ways. (CyB:Sp2)</li> <li>I can explore how palaeontologists such as Mary Anning, Charles Darwin and Alfred Wallace developed their ideas of evolution. (CyB:Sp2)</li> </ul>					
Evolution and Inheritance	identical variation adapt inherit evolve					

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Working Scientifically: Observing Change Over Time and Noticing	<ul style="list-style-type: none"> <li>I can observe what animals, people and vehicles do, for example, watching where a spider has scuttled away under leaves.</li> <li>I can talk about what I can see. I can notice and am becoming interested in the transformative effect of my actions on materials and resources.</li> <li>I can manipulate and play with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe what animals, people and vehicles do, for example, watching where a spider has scuttled away under leaves.</li> <li>I can talk about what I can see. I can notice and am becoming interested in the transformative effect of my actions on materials and resources.</li> <li>I can manipulate and play with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare animals and observe their changes (life cycles). I can observe the plants and trees around me, and how they change.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe what I see and record this through drawing. (CyA: Au1; Sp2; Su2; CyB: Sp1; Su1; Su2)</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations using scientific equipment. (CyA: Sp2; Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I can draw conclusions from the observations that I make. (CyA: Au1; Sp2; Su2)</li> </ul>
Working Scientifically: Grouping and Classifying			<ul style="list-style-type: none"> <li>I can name a range of animals and where they live (habitat) and can sort some animals into the country that they live in.</li> </ul>	<ul style="list-style-type: none"> <li>I can group and classify based on criteria given to me by my teacher. (CyB: Au2)</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and classify after choosing my own set of criteria. (CyA: Au2; CyB: Sp1)</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and classify, after choosing my own set of criteria, and draw a conclusion from my findings.</li> </ul>
Working Scientifically: Research					<ul style="list-style-type: none"> <li>I can use straightforward scientific evidence to answer questions. (CyA: Su2; CyB: Su2)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments. (CyA: Sp1)</li> </ul>
Working Scientifically: Comparative and Fair Tests	<ul style="list-style-type: none"> <li>I am beginning to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</li> <li>I can explore different materials, using all of my senses to investigate them.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</li> <li>I can explore different materials, using all of my senses to investigate them.</li> </ul>	<ul style="list-style-type: none"> <li>I understand what curiosity is and the importance of asking questions. I can explore the natural world around me, making observations.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform simple tests to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>I can set up simple, practical enquiries. (CyA: Au1; CyB: Au2. Sp2)</li> </ul>	<ul style="list-style-type: none"> <li>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables.</li> <li>I can take measurements, using a range of scientific equipment.</li> <li>I can use test results to make predictions to set up further tests. (CyA: Au2; CyB: Au1)</li> </ul>

Working Scientifically: Asking Questions				<p>I can ask simple questions. (CyA: Au2; CyB: Au1; Sp2)</p>	<ul style="list-style-type: none"> <li>I can ask relevant questions, using different types of scientific enquiry to answer them.</li> <li>I can use results to draw simple conclusions, make predictions and suggest improvements.</li> <li>(CyA: Sp1; CyB: Au1; Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry to answer questions. (CyA: Su1; CyB: Su2)</li> </ul>
Working Scientifically: Recording and Presenting Findings			<ul style="list-style-type: none"> <li>I can explore the natural world around me, drawing pictures of animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>I can record data to help me to answer questions. (CyA: Au1; Au2; Sp2; Su1; CyB: Sp1)</li> </ul>	<ul style="list-style-type: none"> <li>I can give oral and written explanations of results and conclusions. (CyA: Au2; Sp1; Sp2; Su2; CyB: Au1; Au2; Sp1; Sp2; Su2)</li> <li>I can record findings using drawings, labelled diagrams, bar charts and/or tables. (CyA: Au1; Sp1; Sp2; Su1; Su2; CyB: Au1; Au2; Sp2; Su1)</li> </ul>	<ul style="list-style-type: none"> <li>I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. (All units of work.)</li> <li>I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms. (All units of work.)</li> </ul>
Working Scientifically: Key Vocabulary				<p>observe data describe record group and classify investigate</p>	<p>enquire findings labelled diagrams compacting explanation criteria conclusion scientific evidence predict data logger equipment fair test</p>	<p>causal relationship refute present findings scientific diagram characteristic criteria present findings</p>