West Heslerton C of E Primary School
Science Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	**Nursery:** Do I know that most plants start growing from a seed or bulb? Do I know all plants need water & light to grow & survive? Can I observe plants closely through a variety of means e.g. magnifiers & photographs? Can I use all the senses in hands-on exploration of plants? Do I understand the key features of the life cycle of a plant? **Reception:** Do I know all plants need water, light and warmth to grow and survive? Do I know a seed produces roots to allow water to get into the plant and shoots to produce leaves to collects the sunlight? Can I describe what they see, hear & feel whilst outside? Can I name & describe some plants?	Can I identify and name a variety of common wild & garden plants, including deciduous and evergreen trees? Can I identify and describe the basic structure of a variety of common flowering plants, including trees?	Observe and describe how seeds and bulbs grow into mature plants? Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?	Can I identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers? Can I explore the requirements of plants for life & growth (air, light, water, nutrients from soil & room to grow) & how they vary from plant to plant? Can I investigate the way in which water is transported within plants? Can I explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal?	Can I identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers? Can I explore the requirements of plants for life & growth (air, light, water, nutrients from soil & room to grow) & how they vary from plant to plant? Can I investigate the way in which water is transported within plants? Can I explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal?		

	Can I draw pictures of plants? Do I understand the effect of changing seasons on the natural world around them?						
Vocabulary	Plant, tree, leaf, flower, seed, grow	leaves, flowers, petals, fruit, roots, bulb, trunk, branches, stem, deciduous, evergreen, coniferous, plant, wild, common, blossom, flower, leaf, seed, shoot, stalk, weed	seed, bulb, roots, stem, petal, leaves, oxygen, habitat, growth, shade , temperature, germinate, seedlings, mature	flower, leaves, stem, trunk, petals, roots, nutrients, pollination, seed formation, seed dispersal, reproduction, transportation	flower, leaves, stem, trunk, petals, roots, nutrients, pollination, seed formation, seed dispersal, reproduction, transportation		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans	**Nursery:** Can I observe animals closely through a variety of means e.g. magnifiers & photographs? Can I look at key stages of development from birth to adult? Can I name & identify body parts? Can I observe & describe in words or actions the effects of physical activity on body? Do I understand the key features of the life cycle of an animal? **Reception:** Can I show some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health? Can I describe what they see, hear & feel? Can I identify different parts of their body & animals? Am I able to show care and concern for living things?	Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds, & mammals? Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores? Can I describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds, & mammals including pets)? Can I identify, name, draw and label the basic parts of the body and say which part of the body. Is associated with sense?	Can I notice that animals, including humans, have offspring, which grow into adults? Can I find out about and describe the basic needs for animals, including humans, for survival (water, food and air)? Can I describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene?	Can I identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat? Can I identify that humans and some animals have skeletons and muscles for support, protection and movement? Can I construct and interpret a variety of food chains, identifying producers, predators and prey? Can I describe the simple functions of the basic parts of the digestive system in humans? Can I identify the different types of teeth in humans and their simple functions?	Can I identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat? Can I identify that humans and some animals have skeletons and muscles for support, protection and movement? Can I construct and interpret a variety of food chains, identifying producers, predators and prey? Can I describe the simple functions of the basic parts of the digestive system in humans? Can I identify the different types of teeth in humans and their simple functions?	Can I describe the changes as humans develop from birth to old age? Can I describe the ways in which nutrients and water are transported within animals, including humans? Can I identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood? Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?	Can I describe the changes as humans develop from birth to old age? Can I describe the ways in which nutrients and water are transported within animals, including humans? Can I identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood? Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?

	Do I know the effects exercise has on their bodies? Do I have some understanding of growth and change? Can I talk about things they have observed including animals? Can I make observational drawings of animals?						
Vocabulary	Animal, head, arms, legs, hands, feet, toes, fingers, human, adult, baby	fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore, nocturnal, diurnal, animal, fish, bird, gills, fins, claws, fur, hooves, horns, wings, webbed feet, smell, hearing, taste, sight, touch, arms, legs, head, neck, hands, feet, stomach, chest	Offspring, survival, digestion, exercise, diet, hygiene	predators, prey, producers, carnivores, omnivores, herbivores, organ, digestion, decay, molars, canines, incisors, oesophagus, stomach, small intestine, large intestine, pancreas, skeleton, muscles	predators, prey, producers, carnivores, omnivores, herbivores, organ, digestion, decay, molars, canines, incisors, oesophagus, stomach, small intestine, large intestine, pancreas, skeleton, muscles	foetus, infancy, adolescence, growth, old age, adult, gestation, hormones, life cycle, puberty, reproduction, birth, breeding, circulatory system, veins, arteries, capillaries, heart rate, pulse, blood vessels, red blood cells, white blood cells, platelets, calories, aorta, atrium, clinical trial, deoxygenated blood, rickets, scurvy, vena cava, ventricle	foetus, infancy, adolescence, growth, old age, adult, gestation, hormones, life cycle, puberty, reproduction, birth, breeding, circulatory system, veins, arteries, capillaries, heart rate, pulse, blood vessels, red blood cells, white blood cells, platelets, calories, aorta, atrium, clinical trial, deoxygenated blood, rickets, scurvy, vena cava, ventricle

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living Things and Habitats	**Nursery:** Can I explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees? Can I observe growth & decay over time? Can I begin to understand the need to respect & care for the natural environment & all living things? Can talk about what they see, using a wide vocabulary? Do I understand the key features of the life cycle of a butterfly? **Reception:** Can I describe what they see, hear & feel whilst outside? Can I make observational drawings of the natural world? Can I discuss how to care for the living things & their habitats? Can I observe how flora & fauna behave differently as the seasons change?	Can I explore and compare the differences between things that are living, dead and things that have been alive? Can I 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?	Can I begin to recognise that living things can be grouped in a variety of ways? Can I identify and name a variety of plants and animals in their habitats, including micro-habitats? Can I describe how animals obtain their food form plants and other animals, using the idea of a simple food chain, and identify and name different source of food?	Can I recognise that living things can be grouped in a variety of ways? Can I explore and use classification keys to help group, identify and name a variety of living things in my local & wider environment? Can I recognise that environments can change and that this can sometimes pose dangers to living things?	Can I recognise that living things can be grouped in a variety of ways? Can I explore and use classification keys to help group, identify and name a variety of living things in my local & wider environment? Can I recognise that environments can change and that this can sometimes pose dangers to living things?	Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? Can I describe the life process of reproduction in some plants and animals? Can I 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? Can I give reasons for classifying plants and animals based on specific characteristics?	Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? Can I describe the life process of reproduction in some plants and animals? Can I 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? Can I give reasons for classifying plants and animals based on specific characteristics?

	Can I examine change over time? Can I use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds? Can I express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution?						
Vocabulary	Life cycle, flora, fauna, habitat, environment, natural	living, alive, non-living, dead, never been alive, life process, habitat, environment	sea, rivers, woodland, ponds, rainforest, desert, species, habitat, microhabitats, prey, predator, carnivore, omnivore, herbivore, survive, food chain, environment, classification	organism, mammal, amphibian, reptile, bird, fish, vertebrate, invertebrate, deforestation, flowering, non-flowering, habitat, micro-habitat, sensitivity, respiration, excretion, nutrition.	organism, mammal, amphibian, reptile, bird, fish, vertebrate, invertebrate, deforestation, flowering, non-flowering, habitat, micro-habitat, sensitivity, respiration, excretion, nutrition.	behaviourist, naturalist, life processes, stigma, stamen, sexual reproduction, asexual reproduction, pollination, germination, micro-organism, species, fungi, bacteria, algae, classification, taxonomy, fertilisation, monera, protista	behaviourist, naturalist, life processes, stigma, stamen, sexual reproduction, asexual reproduction, pollination, germination, micro-organism, species, fungi, bacteria, algae, classification, taxonomy, fertilisation, monera, protista

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evolution and Inheritance	Can I explain how we change from birth?					Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?	Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?
Vocabulary	Babies, child, adult, mum, dad,					inheritance, characteristics, variation, DNA, adaptation , palaeontologist, descendants, breeding, offspring, selective breeding, evolution, extinction, genetic, species	inheritance, characteristics, variation, DNA, adaptation , palaeontologist, descendants, breeding, offspring, selective breeding, evolution, extinction, genetic, species

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rocks	Can I observe the similarities and differences between materials?		Can I understand that rocks can be grouped depending on their appearance? Can I show an understanding that fossils are formed when living things are trapped within rock? Can I observe the different materials in soil?	Can I compare and group together different kinds of rocks because of their appearance and simple physical properties? Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock? Can I recognise that soils are made from rocks and organic matter?	Can I compare and group together different kinds of rocks because of their appearance and simple physical properties? Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock? Can I recognise that soils are made from rocks and organic matter?		
Vocabulary	Smooth Hard		fossil, soil, sedimentary, metamorphic, igneous, minerals, permeable, organic, matter	fossil, soil, crystal, sedimentary, metamorphic, igneous, hard rocks, soft rocks, minerals, permeable, impermeable, organic, matter	fossil, soil, crystal, sedimentary, metamorphic, igneous, hard rocks, soft rocks, minerals, permeable, impermeable, organic, matter		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday Materials	**Nursery:** Can I use all their senses in hands-on exploration of natural materials? Can I explore collections of materials with similar and/or different properties? Can I talk about what they see, using a wide vocabulary? Can I explore how things work e.g. pulleys? Can I explore & talk about different forces they can feel e.g. stretch, snap, rigid, magnetic repulsion, water pushing up when pushing a boat under it? Can I talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating & sinking? Do I know some characteristics of liquids & solids e.g. cooking eggs, melting chocolate? **Reception:** Can I observe & interact with natural	Can I distinguish between an object and the material from which it is made? Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? Can I describe the simple physical properties of a variety of everyday materials? Can I compare and group together a variety of everyday materials on the basis of their simple physical properties? Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?					

	processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water? Can I use vocabulary to name specific features of the natural world, both natural & man-made? Do I notice & discuss patterns around them e.g. the effect of seasons on flora & fauna?						

Vocabulary	**Material, soft, hard, smooth, rough, liquid, solid, melt**	hard, soft, stretchy, stiff shiny, dull, rough, smooth, waterproof, not waterproof, natural, man-made. absorb, absorbent, fabric, wood, plastic, glass, metal, liquid, rock, nylon, hard.					
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Properties and Changes of Materials						Can I compare and group together everyday material, on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can I understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution? Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating? Can I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,	Can I compare and group together everyday material, on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can I understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution? Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating? Can I give reasons, based on evidence from comparative and

						including metals, wood and plastic? Can I demonstrate that dissolving, mixing and changes of state are reversible changes? Can I 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?	fair tests, for the particular uses of everyday materials, including metals, wood and plastic? Can I demonstrate that dissolving, mixing and changes of state are reversible changes? Can I 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?
Vocabulary						solution, soluble, insoluble, solubility, transparency, dissolve, conductor, conductivity, insulator, filtering, separate, reversible, irreversible , absorbent, thermal	solution, soluble, insoluble, solubility, transparency, dissolve, conductor, conductivity, insulator, filtering, separate, reversible, irreversible , absorbent, thermal

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
States of Matter			Can I group materials together, according to whether they are solids, liquids or gases? Can I observe that some materials change when they are heated or cooled? Can I identify evaporation and condensation with change in temperature?	Can I compare and group materials together, according to whether they are solids, liquids or gases? Can I 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? Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?	Can I compare and group materials together, according to whether they are solids, liquids or gases? Can I 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? Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?		

Vocabulary			matter, solid, liquid, gas, freezing, melting, steam, condensation, precipitation, evaporation,	matter, solid, liquid, gas, freezing, melting, water vapour, condensation, precipitation, evaporation, transpiration, degrees, Celsius, thermometer, temperature **,**	matter, solid, liquid, gas, freezing, melting, water vapour, condensation, precipitation, evaporation, transpiration, degrees, Celsius, thermometer, temperature		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light	Can I observe changes over time – looking at the differences between light and dark?		Can I recognise that they need light in order to see? Can I notice light reflects from different surfaces? Can I recognise that shadows are formed?	Can I recognise that they need light in order to see things and that dark is the absence of light? Can I notice that light is reflected from surfaces? Can I recognise that light from the sun can be dangerous and that there are ways to protect my eyes? Can I recognise that shadows are formed when the light from a light source is blocked by a solid object? Can I find patterns in the way that the size of shadows change?	Can I recognise that they need light in order to see things and that dark is the absence of light? Can I notice that light is reflected from surfaces? Can I recognise that light from the sun can be dangerous and that there are ways to protect my eyes? Can I recognise that shadows are formed when the light from a light source is blocked by a solid object? Can I find patterns in the way that the size of shadows change?	Can I recognise that light appears to travel in straight lines? Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect. light into the eyes? Can I explain why shadows have the same shape as the objects that cast them?	Can I recognise that light appears to travel in straight lines? Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect. light into the eyes? Can I explain why shadows have the same shape as the objects that cast them?
Vocabulary	Light, dark, torch		light, dark, reflection, reflective, mirror, shadow, opaque, translucent	light, light source, dark, reflection, reflective, mirror, shadow, opaque, transparent, translucent	light, light source, dark, reflection, reflective, mirror, shadow, opaque, transparent, translucent	light wave, concave, convex, filters, lens, retina, cornea, iris, pupil, refraction, opaque, spectrum, transparent, translucent, photon, natural light, artificial light, opaque	light wave, concave, convex, filters, lens, retina, cornea, iris, pupil, refraction, opaque, spectrum, transparent, translucent, photon, natural light, artificial light, opaque

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sound	Can I explore the different sounds of instruments? Can I experiment ways in which sound can be changed?		Can I think how sounds are made? Can I recognise that vibrations from sounds travel through a medium to the ear? Can I describe how different pitches are created? Can I describe how volume changes? Can I recognise that sounds get fainter as the distance from the sound increases?	Can I identify how sounds are made, associating some of them with something vibrating? Can I recognise that vibrations from sounds travel through a medium to the ear? Can I find patterns between the pitch of a sound and features of the object that produced it? Can I find patterns between the volume of a sound and the strength of the vibrations that produced it? Can I recognise that sounds get fainter as the distance from the sound increases?	Can I identify how sounds are made, associating some of them with something vibrating? Can I recognise that vibrations from sounds travel through a medium to the ear? Can I find patterns between the pitch of a sound and features of the object that produced it? Can I find patterns between the volume of a sound and the strength of the vibrations that produced it? Can I recognise that sounds get fainter as the distance from the sound increases?		
Vocabulary	Sound, music, loud, quiet, soft, hard		source, pitch, volume, vibration, frequency, loud, quiet	source, pitch, volume, vibration, frequency, outer, middle and inner ear, cochlea, hammer, auditory nerve, insulation, increase, decrease, fainter, medium, loud, quiet	source, pitch, volume, vibration, frequency, outer, middle and inner ear, cochlea, hammer, auditory nerve, insulation, increase, decrease, fainter, medium, loud, quiet		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces and Magnets	Can I sort magnetic from non-magnetic materials?		Can I compare how things move on different surfaces? Can I observe how magnets attract or repel each other? Can I group together a variety of everyday materials based on whether they are attracted to a magnet? Can I predict whether two magnets will attract or repel each other?	Can I compare how things move on different surfaces? Can I notice that some forces need contact between two objects, but magnetic forces can act at a distance? Can I observe how magnets attract or repel each other and attract some materials and not others? Can I compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials? Can I describe magnets as having two poles? Can I predict whether two magnets will attract or repel each other, depending on which poles they are facing?	Can I compare how things move on different surfaces? Can I notice that some forces need contact between two objects, but magnetic forces can act at a distance? Can I observe how magnets attract or repel each other and attract some materials and not others? Can I compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials? Can I describe magnets as having two poles? Can I predict whether two magnets will attract or repel each other, depending on which poles they are facing?	Can I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object? Can I identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect?	Can I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object? Can I identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect?
Vocabulary	Magnet, magnetic, sort, group		attract, repel, magnetic, friction, push, pull	attract, repel, magnetic pole, friction, poles, push, pull, gravity, forces, surface	attract, repel, magnetic pole, friction, poles, push, pull, gravity, forces, surface	friction, gravity, air resistance, water resistance, levers, pulleys, gears, parachute, Isaac Newton, streamlined, upthrust, forcemeter	friction, gravity, air resistance, water resistance, levers, pulleys, gears, parachute, Isaac Newton, streamlined, upthrust, forcemeter

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Changes	**Nursery:** Can I begin to observe changes across the 4 seasons Can I begin to observe and describe weather associated with the seasons and how day length varies **Reception:** Can I observe changes across the 4 seasons Can I observe and describe weather associated with the seasons and how day length varies	Can I observe changes across the four seasons? Can I observe and describe weather associated with the seasons and how day length varies?					
Vocabulary	Seasons, autumn, winter, spring, summer, day, night	Seasons, autumn, winter, weather (and associated vocab), temperature, thermometer, weather symbol, deciduous, coniferous, sunrise, sunset, afternoon, evening, morning, night, day					

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth & Space	Can I identify the difference between hot and cold places? Can I observe the difference between day and night?					Can I describe the movement of the Earth, and other planets, relative to the Sun in the solar system? Can I describe the movement of the Moon relative to the Earth? Can I describe the Sun, Earth and Moon as approximately spherical bodies? Can I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?	Can I describe the movement of the Earth, and other planets, relative to the Sun in the solar system? Can I describe the movement of the Moon relative to the Earth? Can I describe the Sun, Earth and Moon as approximately spherical bodies? Can I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?
Vocabulary	Hot, cold, earth, moon, space					orbit, solar system, astronomy, planet, rotation, spherical, crescent moon, gibbous moon, eclipse, lunar, heliocentric, waxing, waning, rotation, Mercury, Venus, Earth, Mars, Jupiter, Saturn , Uranus, Neptune	orbit, solar system, astronomy, planet, rotation, spherical, crescent moon, gibbous moon, eclipse, lunar, heliocentric, waxing, waning, rotation, Mercury, Venus, Earth, Mars, Jupiter, Saturn , Uranus, Neptune

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Electricity			Can I identify things in my house that have a plug? Can I construct a simple electrical circuit? Can I recognise that a switch opens and closes a circuit??	Can I identify common appliances that run on electricity? Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers? Can I 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? Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? Can I recognise some common conductors and insulators, and associate metals with being good conductors?	Can I identify common appliances that run on electricity? Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers? Can I 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? Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? Can I recognise some common conductors and insulators, and associate metals with being good conductors?	Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit? Can I 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? Can I use recognised symbols when representing a simple circuit in a diagram?	Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit? Can I 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? Can I use recognised symbols when representing a simple circuit in a diagram?
Vocabulary			electricity, electrical appliance, electrical circuit, electrical component, switch, cell (battery), buzzer, bulb, motor	electricity, electrical appliance, electrical circuit, electrical component, conductor, insulator, switch, cell, wire, bulb, buzzer, series circuit	electricity, electrical appliance, electrical circuit, electrical component, conductor, insulator, switch, cell, wire, bulb, buzzer, series circuit	socket, parallel circuit, series circuit, volts, current, voltage, motor, circuit diagram	socket, parallel circuit, series circuit, volts, current, voltage, motor, circuit diagram