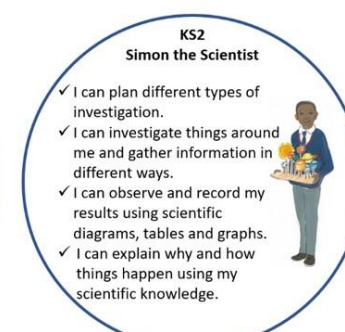
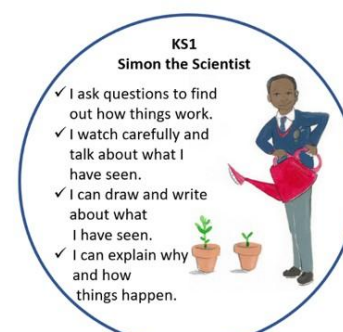
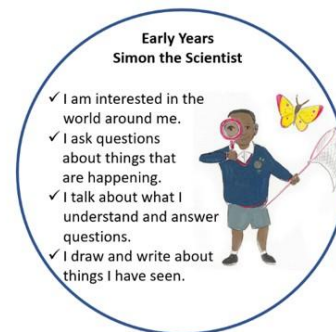


Curriculum Progression Ladder Science



Scientific Enquiry Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask Questions	Asks questions about the world around them	Begin to ask simple questions about how things work or why something happens	- Ask questions about how things work or why things happen - With support suggests own questions that can be investigated	- Asks a range of questions linked to a Science Topic - Identify a question to investigate from a scenario or choose from a selection provided	- Asks a range of questions linked to a Science Topic - Identify a question to investigate from a scenario or choose from a selection provided	- Begin to ask a range of scientific questions to answer through investigation - Respond to scientific questions with suggestions for how they could be investigated	- Ask a range of scientific questions recognising that some can be answered through investigation and others may not - Ask scientific questions and suggest ways in which they could be investigated
Planning Investigations	Begins to suggest ideas for testing (these may not be appropriate or realistic)	With support can suggest ideas for how an investigation can be planned	- Plan how to find things out, with help and suggestions from adults - Begin to select the resources and objects needed for an investigation - Begin to understand things that make something fair or unfair (fair test)	- Begin to select simple and suitable equipment to use in an investigation from a selection - Begin to choose what to observe during an investigation - Begin to choose what to measure during an investigation - Begin to identify simple features that will make a fair test	- Make suggestions about how to collect data to answer a question - Select simple and suitable equipment for use in an investigation - Begin to suggest different ways to make observations and to collect data - Begin to plan investigations with an awareness of a fair testing	- Begin to plan different types of scientific enquiries to answer questions - With support use previous science experiences to suggest equipment needed to conduct an investigation - Choose what observations to make and what data to gather during an investigation - Begin to plan a fair test and understand why it is important	- Begin to plan different types of scientific enquiries following a structured investigation model - Use previous science experiences to suggest equipment needed to conduct an investigation - Independently decide which observations to make and with help choose which data to gather

						With support begin to recognise and control simple variables	- Understand the importance of fair testing - With support recognise and control simple variables
Prediction		Begin to understand that scientific predictions are more than guesses	Begin to make simple predictions about what might happen	Begin to make predictions that are based on previous scientific knowledge	Make predictions based on prior scientific knowledge 'I think that .. will happen because...'	Make predictions based on prior scientific knowledge 'I think that .. will happen because...'	Make predictions based on prior scientific knowledge 'I think that .. will happen because...'
Observe and Measure	- With support begin to engage in first-hand and practical experiences to find things out - Use simple language to talk about their observations - Measure by direct comparison and use non standard units of measure	- With support begin to engage in first-hand and practical experiences to find things out - Talk about things they have observed - With support use simple equipment to compare and measure (non standard units)	- Engage in first-hand and practical experiences to find things out - Make and describe observations of things as they happen - Begins to use simple equipment for measuring length or mass (standard units)	- Observe and describe carefully what is seen - Begin to use equipment to take measurements with standard units (length, time, volume)	- Begin to make a series of careful observations over time - Take accurate measurements with a range of equipment in standard units (length, time, volume) - Begin to understand the importance of repeating tests and observations	- Begin to make a series of systematic and careful observations over time - Take accurate measurements using a range of equipment such as rulers, scales, timers and thermometers - Begin to repeat tests and observations and begin to explain differences that may occur	- Make a series of systematic and careful observations over time - Take accurate measurements using a range of equipment such as rulers, scales, timers and thermometers - Repeat tests and observations and explain/give reasons for differences that may occur
Recording	- Collect data collaboratively as a class – e.g. a weather station, rainfall, plant height - Make simple records of what they have seen using pictures or taking photographs	- Practically sort data with given criteria into sets – material type, animal group, leaf type - Record what they have seen or done in different ways such as drawing pictures, taking photographs and labelling diagrams - Record information onto pre-prepared	- Collect data collaboratively as a class/group – e.g. a weather station, rainfall, plant height - Record what they have seen by making sketches/drawings of their observations and label as appropriate - Record or present data using simple	- Begin to recognise the importance of collecting data when investigating in science - With support record and label sketches and diagrams, sometimes with notes using simple scientific language and vocabulary - With support record observations or	- Recognise the importance of collecting data when investigating in science - Draw sketches and diagrams to represent what happened during investigations and label using scientific vocabulary - I can record observations or measurements	- Record observations using simple scientific diagrams - With support make and record observations over a period of time - Record observations using simple classification keys and Venn diagrams - With support record	- Record observations using simple scientific diagrams and tables - Make and record observations over a period of time - Record observations using simple classification keys and Venn diagrams - Record observations using

		Venn diagrams or tables	tables and prepared Venn diagrams with 2 criterion Record or present data using simple tally charts and pictograms	measurements using prepared tables - Record observations using Venn diagrams with up to 3 criterion - With support record or present data using bar charts and pictograms	using prepared tables - Record observations using tables or Venn diagrams with up to 3 criterion - Record observations and present data using bar charts and pictograms	observations using bar charts and simple line graphs.	bar charts, simple line graphs and scatter graphs
Analyse and Interpret Results		- Begin to talk about and answer simple questions about what they have observed - Begin to describe familiar observations with simple science vocabulary—parts of the body, materials, senses etc.	- Talk about and answer simple questions using evidence from what they have observed - Describe observations with simple scientific vocabulary - Begins to notice simple patterns in results	- Begin to report on observations from simple investigations - orally and written - Begin to describe and identify patterns in data using prepared data (bar charts and tables)	Report on findings from simple investigations - orally and written Describe and identify patterns in data using prepared data (bar charts, pictograms and tables)	- Report on findings from investigations, including oral and written explanations - Describe, compare and identify data patterns using prepared data (bar charts, tables and line graphs) - Begin to compare observations made over a period of time	- Report on findings from investigations, including oral and written explanations - Describe, compare and identify data patterns using prepared data (tables, line graphs and scatter graphs) - Compare observations made over a period of time
Explaining Results	Answer how and why questions about their experiences	- Begin to suggest explanations for what they have observed - Answer and begin to ask questions about what they have observed	- Suggest simple explanations for what they have observed - Ask ‘why’ and ‘what’ questions about what they observed - Begin to use some scientific vocabulary when explaining what they have found out	- Suggest simple reasons and give simple explanations for why things have happened - Use prior knowledge when explaining what they have found out from an investigation - Explain what they found out from an investigation in simple terms - Begin to suggest ways to improve an	Begin to use the results from investigations to explain why things have happened Begin to link explanations to scientific ideas and concepts Explain what they found out from an investigation using developing scientific language and vocabulary Begin to suggest improvements to an investigation,	- Begin to use the results from an investigation to draw simple conclusions - Explain what they found out by referring to scientific ideas and concepts - Use scientific language and vocabulary when explaining what they found out - Begin to suggest improvements to	- Use the results from an investigation to draw simple conclusions - Explain what they found out by referring to scientific ideas and concepts - Use scientific language and vocabulary when explaining what they found out - Suggest improvements to

				investigation or identify things that went wrong With support begin to compare what happened to what was expected	giving reasons for things that went wrong With support begin to compare what happened to what was expected	investigations to improve reliability Begin to compare what happened to what was expected	investigations to improve reliability Compare what happened to what was expected
Vocabulary Progression	What and why questions, naming vocabulary of familiar objects, same, different, change, gather, collect, picture, label, diagram, explain, describe	What, how and why questions, gather, measure, record, egg timers, hand lenses, ruler, tape measure, metre stick, collect, evidence, data, table, diagram, Explain, describe, identify, classify	Question, answer, test, explore, observe, compare, describe, similar/similarities, different/differences, measure, record, results, sort, group, test, explore, egg timers, ruler, tape measure, metre stick, beaker, pipette, syringe, collect, evidence, data, table, chart, pictogram, tally chart, block diagram, Venn diagram, explain, describe, identify, classify, observe changes over time, notice patterns	questions, scientific enquiry, comparative and fair test, measure, record, results, sort, group, test, explore, egg timers, ruler, tape measure, metre stick, beaker, pipette, syringe, collect, evidence, pictograms, Venn diagram, table, bar charts, label, diagram, explain, describe, compare, comparative tests, fair tests, careful, accurate, observations, data/evidence/results, pattern, conclude, prediction	questions, scientific enquiry, comparative and fair test, systematic, careful observation, accurate, repeat, collect data/evidence/results, measure, thermometer, stop watch, magnifying glass, Venn diagram, table, bar charts, label, diagram, Explain, describe, compare, comparative tests, fair tests, careful, accurate, observations, data/evidence/results, pattern, conclude	opinion/fact, variables, independent variable, dependent variable, controlled variable, comparative tests, fair tests, careful, accurate, observations, repeat, collect data / evidence / results, measure, thermometer, stop watch, magnifying glass, classification keys, line graphs, label, diagram, opinion/fact, difference, similarity, conclude, theory, variables, independent variable, dependent variable, controlled variable accuracy	opinion/fact, variables, independent variable, dependent variable, controlled variable, fair tests, careful, accurate, observations, repeat, collect data / evidence / results, measure, thermometer, stop watch, magnifying glass, classification keys, scatter graphs, line graphs, label, diagram, opinion/fact, difference, similarity, conclude, theory, variables, independent variable, dependent variable, controlled variable accuracy, causal relationships support/refute, systematic

Progression in Biology led concept areas

Plants

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- I know that a plant is a living thing that grows. - I can name the basic parts of a tree and a plant. - I can talk about what plants need to grow.	- I can identify the roots, stem, leaves and petals of a flowering plant - I know that plants need sunlight, air and water - I know that plants have seeds which grow into new plants	- I know that different seeds grow into different plants. - I know that some plants grow from bulbs. - I can observe and describe how seeds and bulbs grow into mature plants	- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaf and flower - I know and can describe what plants need to grow and	<i>No statutory Programme of Study for PLANTS after Y3</i>		

I can match leaves they have collected to pictures of a leaf.	- I can identify and name some common wild and garden plants - I can identify the differences between a flower and a tree - I can identify and name some deciduous and evergreen trees - I can describe the basic structure of a tree	Investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy	stay healthy (air, light, water, nutrients from soil, and room to grow) - I can investigate and describe how water is transported in plants. - I can explain and order the stages in the lifecycle of a flowering plant - I can describe the process of pollination. - I can describe ways in which some plants disperse their seeds.			
Petal, root, leaf, stalk, water, oxygen, sunshine, soil	Deciduous, evergreen trees, leaves, flower (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem.	Seeds, bulb, water, light, temperature and grow, germination	Air, light, water, nutrients, soil, germination, reproduction, transportation, dispersal, pollination and flower.			

Animals including humans

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- I can name and describe a variety of common UK animals and pets. - I can explain some of the ways in which people need to look after pets. - I can name the basic parts of the human body - I can name the senses and say which body part is associated with each sense	- I can identify, name, draw and label the basic parts of the human body - I can describe which parts of my body I use for different activities - I can name the five senses, describe why each one is important and how we use it - I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - I know what a herbivore, carnivore and omnivore is	- I understand that animals, including humans, have offspring which grow into adults - I can describe the basic needs of animals, including humans, for survival (water, food and air) - I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	- I can identify that animals and humans need the right types / amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	- I can name the organs associated with the human digestive system. - I can describe the functions of the basic parts of the digestive system. - I can identify canines, incisors and molars in the human mouth and explain their simple function. - I understand ways of to keep my teeth healthy. - I can interpret and construct a variety of food chains which	- I can describe some of the changes that happen as humans develop to old age. - I can name the different stages in the human life cycle and put them in order. - I can describe the changes that occur to both boys and girls during puberty. - I can describe some of the ways teenagers can keep fit and healthy during all the changes that take place during puberty.	- I can identify and name the main parts of the human circulatory system - I can describe the functions of the heart, blood vessels and blood - I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions - Describe the ways in which nutrients and water are transported within animals, including humans.

	- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores - I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)			identify producers, predators and prey		
Fish, pets, birds, mammals, senses, tongue, taste, nose, smell, ears, hearing, eyes, vision, skin, touch, arm, hand, leg, foot head	Fish, reptiles, mammals, birds, amphibians (examples of each), herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, wings and beak.	Fish, reptiles, mammals, birds, amphibians (examples of each), herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, wings and beak.	Survival, water, air, food, adult, baby, offspring, kitten, calf, puppy, exercise and hygiene.	Mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, herbivore, carnivore, canine, incisor and molar.	Foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development and puberty.	Circulatory, heart, blood vessels, veins, arteries, oxygenated, de-oxygenated, valve, exercise, nutrition and respiration.

Living Things and their habitats

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Identify some of the plants and animals in a familiar habitat - Describe the characteristics of some plants and animals. - Name some sources of food.	<i>No statutory Programme of Study</i>	- I can explore and compare the differences between things that are living, dead, and things that have never been alive - I can identify that most living things live in habitats to which they are suited - I can describe how different habitats provide for the basic needs of different kinds of animal and plant - I can identify and name a variety of plants and animals in their habitats,	<i>No statutory Programme of Study</i>	- I can recognise that living things can be grouped in a variety of ways - I can explore and use simple classification keys to help group, identify and name a variety of living things in their local and wider environment - I can recognise that environments can change and that this can sometimes pose dangers to living things.	- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - I can describe the life process of reproduction in some plants and animals	- I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics. - Begin to understand the Linnaean system of classification

		including micro-habitats • I can describe how animals obtain their food from plants and animals • I can use a simple food chain and identify and name different sources of food				
Living, dead, never alive, habitats, food chain, shelter, seashore, woodland.		Living, dead, habitat, micro-habitat, energy, food chain, predator, prey, woodland, pond and desert.		Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, snails, slugs, worms, spiders, insects, environment, habitat and arachnids	Mammal, reproduction, insect, amphibian, bird and offspring.	Classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals and insects.

Evolution and Inheritance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No statutory Programme of Study	No statutory Programme of Study	No statutory Programme of Study	No statutory Programme of Study	No statutory Programme of Study	No statutory Programme of Study	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and

						that adaptation may lead to evolution
						Fossils, adaptation, evolution, characteristics, reproduction and genetics.

Progression in Chemistry led concept areas

Everyday Materials and States of Matter

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- I can name a variety of everyday materials such as wood, plastic and glass - I can describe what a material looks like and feels like	- I know the difference between an object and the material from which it is made - I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - I can describe the simple physical properties of a variety of everyday materials using adjectives such as hard, soft, bendy, smooth and rough - I can compare and group together a variety of everyday materials on the basis of their simple physical properties	- 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 - I can describe the properties of different materials. - I can describe and sort natural and a man-made materials - I can find out and describe how some materials can be changed by squashing, bending, twisting and stretching - I can suggest why different materials are chosen for different purposes.	<i>No statutory Programme of Study</i>	- I know the difference between a solid, liquid and gas. - I can compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled - Measure or research the temperature at which this happens in degrees Celsius (°C) I e.g. water turns from a liquid to a solid at 0oC and from a liquid to a gas at 100oC. - I know that the process of a liquid heating and turning into a gas is called evaporation. - I know that the process of a gas cooling and turning into a liquid is called condensation.	- 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 know that some materials will dissolve in liquid to form a solution. - I can describe how to recover a substance from a solution - I am able to use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - I know that dissolving, mixing and changes of	<i>No statutory Programme of Study</i>

				I can describe how the water cycle works.	state are reversible changes I can explain that some changes result in the formation of new materials and that this kind of change is not usually reversible (e.g. changes associated with burning and the action of acid on bicarbonate soda)	
Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, wood, plastic, metal, water, fabric, properties, materials	Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough and smooth, waterproof, absorbent,	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, translucent, brick, paper, fabrics, squashing, bending, twisting, stretching		Solid, liquid, gas, evaporation, condensation, particles, temperature, freezing, heating and precipitation, water cycle.	Hardness, solubility, transparency, conductivity, magnetic, filter, evaporation, dissolving and mixing.	

Rocks, Fossils and Soil

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	- I know that rocks are made up of a mixture of minerals that are pressed tightly together. - Compare and group together different kinds of rocks on the basis of their appearance - Compare and group together different kinds of rocks on the basis of their simple physical properties - I can describe in simple terms how fossils are formed when things that have lived are trapped within rock	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>

			I recognise that soils are made from rocks and organic matter			
			Rock, fossils, soil, sandstone, granite, marble, pumice, crystals and absorbent.			

Progression in Physics led concept areas

Seasonal Changes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- I know that we have many different types of weather. - I know that there are four seasons in the UK. - I can name the season and describe some of its features - I can describe different clothing that is appropriate to wear during each season.	- I know that the weather is always changing and that we have many different types of weather. - I know that there are four seasons in the UK and can name them. - I can identify and describe the main features of each season. - I can describe some of the ways humans adapt to the different seasons, e.g. by what we wear, eat and do. - I know that the day length changes throughout each of the four seasons.	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>
summer, spring, autumn, winter, rain, sun, snow, fog,	summer, spring, autumn, winter, sun, day, moon, night, light and dark.					

Light and Sound

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	- I recognise that we need light in order to see things and that dark is the absence of light - I can name a variety of natural and man-made light sources - I can investigate and describe how light can be reflected from different surfaces - I recognise that light from the sun can be dangerous and that there are ways to protect eyes - I understand the terms translucent, opaque and transparent when describing materials - I recognise that shadows are formed when the light from a light source is blocked by a solid object - I can find patterns in the way that the size of shadows change	- I can name the different parts of the ear and describe their function. - I can identify how sounds are made, associating some of them with something vibrating - I recognise that vibrations from sounds travel through a medium to the ear - I can find patterns between the pitch of a sound and features of the object that produced it - I can find patterns between the volume of a sound and the strength of the vibrations that produced it - I recognise that sounds get fainter as the distance from the sound source increases	<i>No statutory Programme of Study</i>	- I can name the different parts of the eye and describe their function. - I understand that light appears to travel in straight lines - 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 - I can explain how mirrors can be used to reflect light. - I can explain the difference between a shadow and a reflection. - I can investigate how to make and manipulate shadows - I am able beginning to understand the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
			Light, shadows, mirror, reflective, dark and reflection.	Volume, vibration, wave, pitch, tone and speaker.		Refraction, reflection, light, spectrum, rainbow and colour, pupil, cornea, iris and sclera

Forces and Magnets

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	- I can describe different ways things can be made to move - I can recognise and investigate push and pull forces in a variety of everyday activities. - I can describe how forces are in action in familiar places.	- I can describe whether a push or a pull is being used to move an object, and describe which direction the forces are acting in. - I can compare how things move on different surfaces - I know that some forces, like gravity and magnetism, do not need contact between two objects to make things move. - I observe how magnets attract or repel each other and attract some materials and not others - 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 can describe magnets as having two poles - I can predict whether two magnets will attract or repel each other, depending on which poles are facing	<i>No statutory Programme of Study</i>	- I understand that friction is the force that acts as resistance between two objects when moving over one another. I can explain examples of friction. - I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - I can explain that air resistance is the force that occurs when air pushes against a moving object, making it slow down. - I can explain that water resistance is the force that pushes against objects as they pass through the water. - I can describe the effects of air resistance, water resistance and friction - I know that pulleys and levers make heavy objects easier to lift and can explain why. - I know that gears allow a smaller force to have a greater effect.	<i>No statutory Programme of Study</i>

		Push, pull, twist, force, forwards, backwards, near, far, direction, distance, further, furthest, fast, faster, fastest, slow, slower, slowest, higher, float, sink	Magnetic, force, contact, attract, repel, friction, poles, push and pull.		Air resistance, water resistance, friction, gravity, Newton, gears and pulleys.	
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Electricity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	- I can recognise and sort everyday objects which work using electricity – mains and battery powered objects - I can talk about the dangers of electricity - I know how a simple circuit is made with a bulb, wire and battery - I can recognise some symbols used to record simple electrical circuits	<i>No statutory Programme of Study</i>	- I can identify common appliances that run on electricity - I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - 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 - I recognise some common conductors and insulators, and associate metals with being good conductors	<i>No statutory Programme of Study</i>	- I can define each of these terms: circuit, current, conductor, insulator, volt, component - I am beginning to recognise the difference between a series circuit and a parallel circuit. - I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - 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 am able to use recognised symbols when representing a simple circuit in a diagram

		Cells, wire, bulb, switches, buzzer, battery, circuit, mains		Cells, wire, bulb, switches, buzzer, battery, circuit, series, conductor and insulator		Cells, wire, bulb, switches, buzzer, battery, circuit, series, conductor and insulator, amps, volts and parallel.
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Earth and Space

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	<i>No statutory Programme of Study</i>	- I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system - I can identify the planets in our solar system - I can describe the Sun, Earth and Moon as approximately spherical bodies - I am able to 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 Moon relative to the Earth - I can describe the different phases of the Moon using appropriate vocabulary.	<i>No statutory Programme of Study</i>
					Earth, sun, moon, axis, rotation, day, night, phases of the moon, star and constellation.	