



UW

Nursery Entry	UW1 - show an interest in different occupations
	UW2 - Can talk about some of the things they have observed such as plants, animals, natural
	UW3 - talks about own experiences
Mid Nursery	UW4 - shows care / concern over living things
	UW5 - know some people who can help them (school and community)
	UW6 - Remembers and talks about significant events in their own experience
	UW7 - understand living things grow and change (over time)
Nursery Exit	UW8 - ask why and how questions about where they live
	UW9 - Knows some of the things that make them unique, and can talk about some of the
	UW10 - describes special times and events including family and friends
	UW11 - talks about family customs
Mid Reception	UW12 - Talk about the past and present, in relation to their own life and the lives of family
	UW13 - observes and asks questions about the natural world and where they live
	UW14 - recognise things change over time - seasons and weather
	UW15 - know there are similarities and differences in the changing world and the lives of
	UW16 - know that plants and animals change over time
	UW 17 - create simple maps relating to stories and play e.g. bear hunt, treasure map, garden
Reception Exit	PP1 - Talk about the lives of the people around them and their roles in society
	PP2 - Know some similarities and differences between things in the past and now, drawing
	PP3 - Understand the past through settings, characters and events encountered in books
	PCC1 - Describe their immediate environment using knowledge from observation, discus-
	PCC2 - Know some similarities and differences between different religious and cultural
	PCC3 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate –
	NW1 - Explore the natural world around them, making observations and drawing pictures of
	NW2 - Know some similarities and differences between the natural world around them and
	NW3 - Understand some important processes and changes in the natural world around



Science KS1

Year 1
SC1 - Name and locate parts of the human body, including those related to the senses
SC2 - Describe and compare the observable features of animals from a range of groups
SC3 - Describe seasonal changes]
SC4 - Distinguish objects from materials, describe their properties, identify and group everyday materials
WS1 - Asking simple questions and recognising that they can be answered in different ways
WS2 - Observe closely, using simple equipment
WS3 - Perform simple tests
WS4 - Identify and classify
WS5 - Use observations and ideas to suggest answers to questions
WS6 - Gather and record data to help in answering questions

Year 2
SC1 - Describe the importance of exercise, a balanced diet and hygiene for humans
SC2 - Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
SC3 - Describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
SC4 - Identify whether things are alive, dead or have never lived
SC5 - Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
SC6 - Name different plants and animals and describe how they are suited to different habitats
SC7 - Distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses
WS1 - Ask their own questions about what they notice
WS2 - Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: observing changes over time
WS3 - Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: noticing patterns
WS4 - Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: grouping and classifying things
WS5 - Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: carrying out simple comparative tests
WS6 - Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: finding things out using secondary sources of information
WS7 - Communicate their ideas, what they do and what they find out in a variety of ways.



Science LKS2

Year 3

SC1 - Name and describe the functions of the main parts of the musculoskeletal system

SC2 - Name, locate and describe the functions of the main parts of plants including those involved in transporting water and nutrients

SC3 - Describe the requirements of plants for life and growth

SC4 - Group and identify rocks in different ways according to their properties, based on first-hand observation

SC5 - Use the idea that light from light sources, or reflected light, travels in straight lines to understand the formation and size of shadows

SC6 - Describe the effects of simple forces that act at a distance (magnetic forces, including those between like and unlike magnetic poles)

SC7 - Describe how fossils are formed

WS1 - Ask relevant questions and use different types of scientific enquiries to answer them

WS2 - Set up simple practical enquiries, comparative and fair tests

WS3 - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions

WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

WS6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

WS7 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes

WS9 - Use straightforward scientific evidence to answer

Year 4

SC1 - Name and describe the functions of the main parts of the digestive system

SC2 - Construct and interpret food chains

SC3 - Explain how environmental changes may have an impact on living things

SC4 - Describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including

SC5 - Use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard

SC6 - Describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source

WS1 - Ask relevant questions and use different types of scientific enquiries to answer them

WS2 - Set up simple practical enquiries, comparative and fair tests

WS3 - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions

WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

WS6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

WS7 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes

WS9 - Use straightforward scientific evidence to answer questions or to support their findings



Science UKS2

Year 5

SC1 - Describe and compare different reproductive pro-

SC2 - name, locate and describe the functions of the main parts of plants, including those involved in reproduction

SC3 - Group and identify materials in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties

SC4 - Identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components

SC5 - Identify, with reasons, whether changes in materi-

SC6 - Describe the effects of simple forces that involve contact (air and water resistance, friction) and gravity

SC7 - Identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force

SC8 - Describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night

WS1 - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

WS2 - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

WS3 - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

WS4 - Use test results to make predictions to set up fur-

WS5 - Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

WS6 - Identify scientific evidence that has been used to support or refute ideas or arguments

Year 6

SC1 - Name and describe the functions of the circulatory system

SC2 - Describe the effects of diet, exercise, drugs and lifestyle on how the body functions

SC3 - Use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods

SC4 - Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved and provide evidence for evolution

SC5 - Use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects and the shapes of shadows

SC6 - Use simple apparatus to construct & control a series circuit, & describe how the circuit may be affected when changes are made to it; & use recognised symbols to represent simple series circuit diagrams

WS1 - Describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources

WS2 - Observe changes over different periods of time, noticing patterns, grouping & classifying things, carrying out comparative & fair tests, finding things out using a wide range of secondary sources

WS3 - Use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate

WS4 - Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

WS5 - Draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways

WS6 - Raise further questions that could be investigated, based on their data and observations