

Stoneferry Primary School

Computing objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E Safety	Know what to do if you see something inappropriate online.	Know what personal information is and why they need to keep it private.	Identify a range of ways to deal with inappropriate content through using technology safely and respectfully.	Know how to use technology safely and respectfully by being a responsible digital citizen.	Use technology securely and protect your online identity.	Recognise correct content and conduct, and know how to report this.
Programming	Know that an algorithm is a sequence of simple commands. I can create a simple program from an algorithm.	Create and test a simple programme. Understand that programs are executed by following precise instructions. Debug a simple program.	Plan simple sequences and use logical reasoning to predict errors.	Design a simple programme using algorithms and repetition.	Design and write programmes that control simulations and physical systems. Work with variables and various forms of input and output to test programmes.	Understand several key algorithms that reflect operations for sorting and searching. Use selection and variable in programs
Purposeful Application	Use technology to create online content(class blog) I can use a mouse to complete a simple task I can combine text and images(Paint, Publisher or Word), and can edit and format text Recognise how ICT is used beyond the school(research at home) I can save and retrieve a file	Create and implement simple programmes on digital devices Use technology to organise, manipulate and retrieve digital content Present data and information using software Recognise how ICT is used beyond the school(add comments to a class blog)	Create and implement simple programmes to achieve a given aim Use technology to present data and digital content demonstrating a range of features Upload content to blogs safely	Create and implement a range of programmes to achieve a given aim Use technology to collect and present data and digital content Use databases or spreadsheets to filter and sort information Upload presentations to blogs safely	Create and implement a range of programmes and content to achieve a given aim Select the appropriate features to include in a presentation Combine text, audio and video in presentations(upload this to class blog) Use technology to collect, analyse, evaluate and present data and digital content Create graphs using spreadsheet software	Use a range of programmes, systems and content to accomplish challenging goals Use technology creatively to collect, analyse, evaluate and present data and digital content Use formulae in spreadsheets Create and maintain blogs that are about specific areas of interest

Technology in the real world	<p>Understand what emails are</p> <p>Know what language to use in an email</p>	<p>Send a receive an email safely</p> <p>Add an image to the open text of an email</p>	<p>Use the internet to search for relevant information</p> <p>Take and edit digital images</p> <p>Add an attachment to an email safely</p>	<p>Show understanding of how search engines work and how it is ranked</p> <p>Be able to frame searches to locate information</p> <p>Understand and use hyperlinks in documents in presentations and emails</p>	<p>Know how computer networks work and how emails and the internet work</p> <p>Create simple stop-frame animations</p>	<p>Create simple stop-frame animations, combining audio</p>
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Art objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists	Be able to give their opinion and say why they like or dislike the work of other artists. <small>AUT</small>	Be able to describe the similarities and differences between pieces of work by other artists. <small>AUT</small>	Be able to research and appraise work of artists and designers and show their influences in their own work.	Be able to have an understanding of British artists throughout history and be able to link their work to them.	Be able to research and develop the techniques of great artists and designers throughout history and apply this in their own work. <small>AUT</small>	Be able to identify and appraise the work of artists and designers throughout history. <small>AUT</small>
Expression and imagination	Be able to create a piece of art from either imagination or as a response to an experience. <small>AUT</small>	Be able to respond to the work of others and say how it makes them feel or think. <small>AUT</small>	Be able to respond to the work of others and say how it makes them feel or think and give reasons why. <small>AUT</small>	Be able to talk about their intention and talk about how they wanted their audience to feel or think.	Be able to use art to express an emotion and say why they have used their chosen materials.	Be able to use art to express an abstract concept e.g. war, love, creation. <small>AUT</small>
Materials	Be able to use and explore a wide range of different materials. <small>AUT</small>	Be able to select appropriate materials for a given piece of work.	Be able to use and combine different materials and give reasons for their choice. <small>AUT</small>	Be able to use and explore different materials to add tone and depth to their work. <small>AUT</small>	Be able to select different materials to add tone and depth to a piece of work and give reasons for their choice.	Be able to explore and use different textures and consistencies of materials in their work.
Techniques	Be able to explore mark making in different ways with a variety of different tools.	Be able to create light and dark shades by colour tinting.	Be able to manipulate clay using fingers and tools.	Be able to use pencils to create tone and shade and intricate marks when drawing. <small>AUT</small>	Be able to use drawing techniques to introduce perspective. E.g. drawing from above, below, near or far. <small>AUT</small>	Be able to use drawing techniques to show perspective in their work.

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Design Technology Objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	To be able to use pictures and words to convey what they want to design. AUT	To be able to design products that have a clear purpose. AUT	To be able to research similar products to develop their own design ideas. AUT	To be able to use different ways to creatively record and present their designs. AUT	To be able use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.	To be able to use research and exploration to identify and understand user needs when designing a product. AUT
Make	To be able to use a range of materials to make a product. AUT	To be able to use and name the tools needed to work and join materials.	To be able to think ahead about the order of their work and select tools and materials needed and give reasons for their choices. AUT	To be able to use tools and equipment including those needed to weigh and measure ingredients with accuracy. AUT	To be able to join and combine a range of materials and ingredients using appropriate methods. AUT	To be able to select and use specialist tools and techniques for a range of uses. AUT
Evaluate	To be able to discuss their finished product in front of an audience. AUT	To be able to consider and explain how their finished product could be improved. AUT	To be able to identify the strengths and weaknesses of their product. AUT	To be able to check their work as it develops and modify their design accordingly.	To be able to justify decisions made during the design process. AUT	To be able to discuss how well their product meets the design criteria and the needs of the user. AUT
Technical Knowledge	To be able to explore and use mechanisms in their products	To be able to build structures exploring how they can be made stronger, stiffer and more stable	To be able to apply their understanding of how to strengthen, stiffen and reinforce more complex structures. AUT	To be able to understand and use mechanical systems in their products	To be able to prototype shell or frame structures and strengthen these with diagonal struts AUT	To be able control and model using an ICT control programme AUT

Cooking and Nutrition	To be able to understand where food comes from.	To be able to understand what a healthy and varied diet is.	To be able to understand what a healthy and varied diet is and prepare a healthy dish. AUT	To be able to prepare and cook a variety of healthy dishes using a range of cooking techniques.	To be able to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	To be able to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed and create seasonal food and drinks.
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Geography objectives

	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Geographical skills and field work	Use basic directional language (left, right, near and far)	Construct and follow maps using North, South, East and West (digital technology)	Begin to create maps and plan routes, using the 8 points of the compass, in the local area	Use ordnance survey maps more confidently to navigate the local area	Use different types of fieldwork to observe, measure and record the human and physical features in the local area	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Human and Physical Geography	Use basic key vocabulary to describe the human and physical environment around them	Know the climate of the U.K. and make some simple comparisons with other major climate zones (desert, arctic, rainforest) Know where the hot and cold places of the earth are (general area)	Observe how land use in the local area has changed overtime AUT Study key physical features of a landscape-Volcanoes, mountains and deserts	Understand and describe the meaning of, Equator, Tropics of Capricorn or Cancer, Arctic and Antarctic Circles Describe key differences between the physical and human features of different countries (U.K. and Sierra Leone)	Know about the water cycle and its importance to life Study rivers and their impact on their local area Study key physical features of a landscape-rainforests AUT	Describe how locations around the world are changing and explain some of the reasons for change AUT Describe geographical diversity across the world (human and physical) AUT
Locational Knowledge	Know the four countries of the U.K. AUT	Know the 5 oceans and 7 continents	Case study of the human and physical geography of a European country (Italy)	Name and locate all countries within the U.K. and their major cities AUT	Name and locate a selection of countries from around the world (Scandinavia, Germany, Egypt)	Know what longitude and latitude means and how they relate to timezones around the world AUT Name and locate the countries of North and South America AUT
Place Knowledge	Know the geographical features of the U.K. (basic) and make comparisons between different areas AUT	Make comparisons between the U.K. and one other country (Australia)	Compare two European countries (Italy and U.K.)	Understand the differences between African countries and the U.K.	Begin to compare countries from around the world (Brazil and England) AUT	Make comparisons between countries in North and South America using a range of geographical skills AUT
Geographical skills and field work	Make and read basic maps of the area local to the classroom (school grounds) AUT	Begin to use maps, atlases and globes to identify the U.K. and selected countries AUT	Continue to use various sources to identify different locations around the world AUT	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. AUT	Use digital mapping technology (GIS) to trace physical features of an area AUT	Use six figure grid references in conjunction with OS maps to locate specific areas. Analyse and give views on the effectiveness of different geographical representations of a location

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History objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Analyse and evaluate the past	To talk simply about a particular historical figure and why they were famous AUT	Explore a significant event in the past and understand how it affected people	Understand how and why life was different during different historical periods AUT	Make observations on and question the significance of historical events and their legacy	A detailed study of a local historical figure and their modern day legacy (Hull and Proud)- Wilberforce	Explore important historical periods outside of Europe and question the impact they had on the world (Life Here and Now) AUT
Chronology	Understand the basics of chronology by ordering things personal to them (family/birthdays etc.)	Extend knowledge of chronology by ordering topic events AUT	Order things over a larger timescale discussing the size of gaps between events AUT	Begin to understand how events separated by many years can be related AUT	More clearly understands the impact of historical events on later periods of history AUT	Decide whether an event was significant in causing later events in a period of history by making connections AUT
Historical Enquiry	Discuss basic questions Who? What? Where? When? Why?	Answer topic based questions through investigation AUT	Begin to suggest questions that are focussed on the topic AUT	Ask questions that are focussed and purposeful AUT	Ask questions that are centred on important historical aspects AUT	Ask questions that aim to make connections between historical events
Historical Sources	Use pictures, people, facts and opinions to investigate the past AUT	Offer opinions and facts and begin to give evidence to support these	Begin to explore a range of secondary resources to differentiate between fact and opinion	Understand the differences between primary and secondary resources	Use a range of primary and secondary resources for historical enquiry AUT	Suggest valid historical resources for investigating a historical period or event
Vocabulary	Basic vocabulary (past, present, time, history etc.) AUT	Language specific to the topic AUT	Language specific to the topic	Language specific to the topic AUT	Language specific to the topic AUT	Language specific to the topic AUT

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Music objectives

	Year 1	Year 2	Year 3	Year 4 (Music Teacher)	Year 5	Year 6
Composing	<p>To begin to use symbols to represent sounds.</p> <p>To explore different instruments and ways of making a sound with them.</p>	<p>To adapt symbols representing music to show changes in dynamics.</p> <p>To choose and control sounds to create different moods and effects.</p>	<p>To interpret notation of rhythm not on a stave.</p>	<p>To improvise and compose music for a range of purposes, controlling musical qualities.</p> <p>AUT</p>	<p>To begin to use simple formal notation including beats in a bar.</p>	<p>To compose using an understanding of music from a range of cultures, times and styles.</p> <p>To plan for expression in compositions.</p>
Listening and appraising	<p>To recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.</p> <p>AUT</p> <p>To listen to a piece of live or recorded music and say how it makes me feel.</p> <p>AUT</p>	<p>To understand how different musical elements combined can create a mood.</p> <p>To identify instruments used in a piece of music.</p> <p>AUT</p>	<p>To be able to describe and compare moods in different pieces of music.</p> <p>AUT</p> <p>To use critique to improve work.</p>	<p>To begin to appreciate and understand different works and composers.</p> <p>AUT</p> <p>To listen to and evaluate the impact of live music.</p>	<p>To identify characteristics of a piece and repeat using voice or instrument.</p> <p>To listen and appraise using appropriate musical vocabulary.</p> <p>AUT</p>	<p>To analyse and compare musical features.</p> <p>To identify features that typify the work of great composers through time.</p>
Singing and performing	<p>To experiment in order to create accompaniments using instruments.</p> <p>To perform an audience.</p> <p>To sing songs and chant rhymes with some expression.</p> <p>AUT</p>	<p>To add accompaniments to create and combine sounds using tuned and untuned instruments.</p> <p>To sing songs creatively and expressively, adding accompaniments, changing the words and musical qualities.</p> <p>AUT</p>	<p>To perform in a group using voices and instruments with expression.</p> <p>AUT</p> <p>To sing in a round.</p>	<p>To perform in a group showing control and awareness of others.</p> <p>AUT</p> <p>To sing in a round and in canon.</p> <p>AUT</p>	<p>To perform in a group and alone, using voices and instruments creatively, incorporating expression and control.</p> <p>AUT</p> <p>To sing in two parts, including two part harmonies.</p> <p>AUT</p>	<p>To perform in a group and alone, using voices and instruments with increasing fluency, accuracy, control and expression.</p> <p>AUT</p>

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PE objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance and movement	To demonstrate rhythm and control by performing simple dance moves. AUT	To demonstrate rhythm and control by performing two or more simple dance moves. AUT	Refine movements to create a basic dance sequence to match a purpose. AUT	Demonstrate clear and fluent movements to create a more complex dance sequence to match a purpose. AUT	Demonstrate controlled movements and begin to compose own sequences.	Compose and perform dances using advanced techniques with a range of dance styles and forms.
Gymnastics	Show control and coordination when travelling and balancing on different body parts	Travel with accuracy and agility from a standing position in a range of activities (jumping, hopping running etc)	Show control and accuracy when jumping or balancing.	Demonstrate strength and flexibility in movements.	Control take off and landing technique within a fluid sequence whilst applying learned skills AUT	Show consistent coordination, speed, stamina and strength within a range of movements AUT
Athletics	Run and jump with some control	Run and jump at a variety of speeds with increased control	Show control and accuracy within running, throwing and jumping movements.	Show control, accuracy and coordination within running, throwing and jumping movements at different speeds	Combine a range of running, jumping and throwing techniques.	Combine a range of running, jumping and throwing techniques with increased control.
Team Games	Move or stop to throw, catch or collect a ball AUT	Move or stop to throw, catch or collect a ball with increased accuracy in small groups AUT	Develop fielding and possession skills AUT	Develop control of fielding and possession skills AUT	To gain and retain possession of a ball AUT Develop control of striking and fielding within a game situation AUT	To gain and retain possession and apply attacking and defending skills confidently AUT Show controlled accuracy within striking and fielding games and apply attacking and defending skills confidently

Outdoor Adventurous	Willingness to communicate and work as part of a team	Working as a team whilst showing an awareness of safety and are able to follow a basic map	Work collaboratively to move from one place to another using a map and can identify risks	Works in a team to use a map and solve problems with greater confidence and can identify risks whilst advising others	Can orientate themselves to solve problems by locating particular places and can adapt actions to changing conditions	Confidently orientate themselves and others to solve problems in unfamiliar environments Develop skills to solve problems which are intellectual and physical
Swimming				Explore different strokes and use at least two confidently Swim competently over a distance of at least 25m Perform safe self-rescue in different water based situations		
Evaluation of Performance	With support can identify a good performance AUT	Can identify a good performance and say why AUT	Can compare their performances with previous ones explaining differences and effectiveness AUT	Can confidently evaluate own performance and discuss improvements AUT	Can confidently evaluate own and other's performances discussing improvements (verbally and written)	Can confidently evaluate own and other's performances discussing improvements to deliver a better performance (personal best) AUT
Leadership					Can confidently referee a game applying their knowledge of the rules effectively Can lead an effective warm up for a group Can give tactical instructions to affect a game situation	Can confidently referee a game applying their knowledge of the rules effectively Can lead an effective warm up for a group Can give tactical instructions to affect a game situation

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Science objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Describe the changes as humans develop to old age.</p>	<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth and space					<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	
Electricity				<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify common appliances that run on electricity.</p> <p>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.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Recognise symbols when representing a simple circuit in a diagram.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday materials	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>				
Evolution and inheritance						<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces					<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
Forces and magnets			<p>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.</p> <p>Compare how things move on different surfaces.</p> <p>Describe magnets as having two poles.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light			<p>Find patterns in the way that the size of shadows change.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p>			<p>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.</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living things and their habitats		<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>		<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Recognise that living things can be grouped in a variety of ways.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p>	<p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Identify and describe the basic structure of a variety of common flowering plants, including.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Identify and describe the functions of different parts of the flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Investigate the way in which water is transported within plants.</p>			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Properties and changes of materials					<p>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.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rocks			<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>			
Seasonal changes	<p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe changes across the four seasons.</p>					
Sound				<p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
States of matter				<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>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</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	<p>Begin to ask simple questions and begin to recognise that they can be answered in different ways.</p> <p>Begin to gather and record data to help in answering questions.</p> <p>Begin to identify and classify.</p> <p>Begin to observe closely, using simple equipment.</p> <p>Begin to perform simple tests.</p> <p>Begin to use observations and ideas to suggest answers to questions.</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Gather and record data to help in answering questions.</p> <p>Identify and classify.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p>Begin to ask relevant questions and use different types of scientific enquires to answer them.</p> <p>Begin to gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Begin to report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Begin to set up simple practical enquires, comparative and fair tests.</p> <p>Begin to use results to draw simple conclusions, make</p>	<p>Ask relevant questions and use different types of scientific enquires to answer them.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Set up simple practical enquires, comparative and fair tests.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Begin to plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.</p> <p>Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Begin to report and present findings from enquires, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Begin to use test results to make predictions to set up further comparative and fair tests.</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquires, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Use test results to make predictions to set up</p>

			<p>predictions for new values, suggest improvements and raise further questions.</p> <p>Begin to use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Use straightforward scientific evidence to answer questions or to support their findings.</p>		<p>further comparative and fair tests.</p>
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