	Year 1 Assessing Science	EME	EXP	EXC Science Capital?
	Working Scientifically in Key Stage 1 will be used to teach curriculum content.			
	I can ask simple scientific questions.			
	I can use simple equipment to make observations.			
	I can carry out simple tests.			
	I can identify and classify things.			
	I can suggest what I have found out.			
	I can use simple data to answer questions.			
	Plants (Biology)			
	I can name a variety of common wild and garden plants.			
	I can name the petals, stem, leaf and root of a plant.			
	I can name the roots, trunk, branches and leaves of a tree.			
	Animals, including humans (Biology)			
	I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.			
	I can classify and name animals by what they eat. (Carnivores, herbivores and omnivores).			
	I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).			
	I can living and non-living things.			
	I can name parts of the body that I can see.			
	I can link the correct part of the human body to each sense.			
	Everyday materials (Chemistry)			
	I can distinguish between an object and the material it is made from.			
	I can explain the materials that an object is made from.			
	I can name wood, plastic, glass, metal, water and rock.			
	I can describe the properties of everyday materials.			
	I can group objects based on the materials that they are made from.			
	Seasonal Changes (Physics)			
	I can observe and comment on changes in the seasons.			
	I can name the seasons and suggest the type of weather in each season.			

	Year 2 Assessing Science	EME	EXP	EXC Science Capital?
	Working Scientifically in Key Stage 1 will be used to teach curriculum content.			
	I can ask simple scientific questions.			
	I can use simple equipment to make observations.			
	I can carry out simple tests.			
	I can identify and classify things.			
	I can suggest what I have found out.			
	I can use simple data to answer questions.			
	Living things and their habitats (Biology)			
	I can identify things that are living, dead and have never lived.			
	I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).			
	I can identify and name plants and animals in a range of habitats.			
	I can match living things to their habitat.			
	I can describe how animals find their food.			
	I can name some different sources of food for animals.			
	I can explain a simple food chain.			
	Plants (Biology)			
	I can describe how seeds and bulbs grow into plants.			
	I can describe what plants need in order to grow and stay healthy (water, light and a suitable temperature).			
	Animals including humans (Biology)			
	I can explain the basic stages in a life cycle for animals, including humans.			
	I can describe what animals and humans need to survive.			
	I can describe why exercise, a balanced diet and good hygiene are important to humans.			
	Uses of everyday materials (Chemistry)			
	I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.			
	I can suggest why a material might or might not be used for a specific job.			
	I can explore how shapes can be changed by squashing, bending, twisting and stretching.			

	Year 3 Assessing Science	EME	EXP	EXC Science Capital?
	Working Scientifically in Lower Key Stage 2 will be used to teach curriculum content.			
	I can ask relevant scientific questions.			
	I can use observations and knowledge to answer scientific questions.			
	I can set up a simple enquiry to explore a scientific question.			
	I can set up a test to compare two things.			
	I can set up a fair test and explain why it is fair.			
	I can make careful and accurate observations, including the use of standard units.			
	I can use equipment, including thermometers and data loggers to make measurements.			
	I can gather, record, classify and present data in different ways to answer scientific questions.			
	I can use diagrams, keys, bar charts and tables: using scientific language.			
	I can use findings to report in different ways, including oral and written explanations and presentation.			
	I can draw conclusions, and suggest improvements.			
	I can make a prediction with a reason.			
	I can identify differences, similarities and changes related to an enquiry.			
	Plants (Biology)			
	I can describe the functions of different parts of flowering plants and trees.			
	I can explore and describe the needs of different plants for survival.			
	I can explore and describe how water is transported within plants.			
	I can describe the plant life cycle, especially the importance of flowers.			
	Animals including humans (Biology)			
	I can explain the importance of a nutritious balanced diet.			
	I can explain how nutrients, water and oxygen are transported within animals and humans.			
	I can describe and explain the skeletal system of a human.			
	I can describe and explain the muscular system of a human.			
	I can describe the purpose of the skeleton in humans and animals.			

	Rocks (Chemistry)			
	I can compare and group rocks based on their appearance and physical properties, giving a reason.			
	I can describe how fossils are formed.			
	I can describe how soil is made.			
	I can describe and explain the difference between sedimentary and igneous rock.			
	Light (Physics)			
	I can describe what dark is (the absence of light).			
	I can explain that light is needed in order to see.			
	I can explain that light is reflected from a surface.			
	I can explain and demonstrate how a shadow is formed.			
	I can explore shadow size and explain.			
	I can explain the danger of direct sunlight and describe how to keep protected.			
	Forces and magnets (Physics)			
	I can explore and explain how objects move on different surfaces.			
	I can explain how some forces require contact and some do not giving examples.			
	I can explore and explain how objects attract and repel in relation to objects and other magnets.			
	I can predict whether objects will be magnetic and carry out an enquiry to test this out.			
	I can describe how magnets work.			
	I can predict whether magnets will attract or repel and give a reason.			

	Year 4 Assessing Science	EME	EXP	EXC Science Capital?
	Working Scientifically in Lower Key Stage 2 will be used to teach curriculum content.			
	I can ask relevant scientific questions.			
	I can use observations and knowledge to answer scientific questions.			
	I can set up a simple enquiry to explore a scientific question.			
	I can set up a test to compare two things.			
	I can set up a fair test and explain why it is fair.			
	I can make careful and accurate observations, including the use of standard units.			
	I can use equipment, including thermometers and data loggers to make measurements.			
	I can gather, record, classify and present data in different ways to answer scientific questions.			
	I can use diagrams, keys, bar charts and tables: using scientific language.			
	I can use findings to report in different ways, including oral and written explanations and presentation.			
	I can draw conclusions, and suggest improvements.			
	I can make a prediction with a reason.			
	I can identify differences, similarities and changes related to an enquiry.			
	Living things and their habitats (Biology)			
	I can group living things in different ways.			
	I can use classification keys to group, identify and name living things.			
	I can create classification keys to group, identify and name living things (for others to use).			
	I can describe how changes to an environment can endanger living things.			
	Animals including humans (Biology)			
	I can identify and name the parts of the human digestive system.			
	I can describe the functions of the organs in the human digestive system.			
	I can identify and describe the different types of teeth in humans.			
	I can describe the functions of the human teeth.			
	I can use food chains to identify producers, predators and prey.			

	I can construct food chains to identify producers, predators and prey.			
	States of matter (Chemistry)			
	I can group materials based on their state of matter (solids, liquids or gases).			
	I can describe how some materials can change state.			
	I can explore how materials change state.			
	I can measure the temperature at which materials change shape.			
	I can describe the water cycle.			
	I can explain the part played by evaporation and condensation in the water cycle.			
	Sound (Physics)			
	I can describe how sound is made.			
	I ca explain how sound travels from a source to our ears.			
	I can explain the place of vibration in hearing.			
	I can explore the correlation between pitch and the object producing a sound.			
	I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.			
	I can describe what happens to a sound as it travels away from its source.			
	Electricity (Physics)			
	I can identify and name appliances that require electricity to function.			
	I can construct a series circuit.			
	I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).			
	I can draw a circuit diagram.			
	I can predict and test whether a lamp will light within a circuit.			
	I can describe the function of a switch in a circuit.			
	I can describe the difference between a conductors and insulators, giving examples of each.			

	Year 5 Assessing Science	EME	EXP	EXC Science Capital?
	Working Scientifically in Upper Key Stage 2 will be used to teach curriculum content.			
	I can plan different types of scientific enquiries.			
	I can control variables in an enquiry.			
	I can measure accurately and precisely suing a range of equipment.			
	I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.			
	I can use the outcome of test results to make predictions and set up a further comparative test.			
	I can report findings from enquiries in a range of ways.			
	I can explain a conclusion from an enquiry.			
	I can explain causal relationships in an enquiry.			
	I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument of theory.			
	Living things and their habitats (Biology)			
	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.			
	I can describe the differences between different life cycles.			
	I can describe the life processes of reproduction in plants.			
	I can describe the life processes of reproduction in animals.			
	Animals including humans (Biology)			
	I can create a timeline to indicate stages of growth in humans.			
	Properties and changes of materials (Chemistry)			
	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 can describe how a materials dissolves to form a solution; explaining the process of dissolving.			
	I can describe and show how to recover a substance from a solution.			
	I can describe how some materials can be separated.			
	I can demonstrate how materials can be separated through filtering, sieving and evaporating.			
	I know ad can demonstrate that some changes are reversible and some are not.			

	I can explain how some changes result in the formation of a new material and that this is usually reversible.			
	I can discuss reversible and irreversible changes.			
	I can give evidenced reasons why materials should be used for specific purposes.			
	Earth and Space (Physics)			
	I can describe and explain the movement of the Earth, and other planets, relative to the Sun.			
	I can describe and explain the movement of the Moon relative to the Earth.			
	I can explain and demonstrate how night and day are created.			
	I can describe the Sun, Earth and Moon (using the term spherical).			
	Forces (Physics)			
	I can explain what gravity and is and its impact on our lives.			
	I can identify and explain the effect of air resistance.			
	I can identify and explain the effect of water resistance.			
	I can identify and explain the effect of friction.			
	I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.			

	Year 6 Assessing Science	EME	EXP	EXC Science Capital?
	Working Scientifically in Upper Key Stage 2 will be used to teach curriculum content.			
	I can plan different types of scientific enquiries.			
	I can control variables in an enquiry.			
	I can measure accurately and precisely suing a range of equipment.			
	I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.			
	I can use the outcome of test results to make predictions and set up a further comparative test.			
	I can report findings from enquiries in a range of ways.			
	I can explain a conclusion from an enquiry.			
	I can explain causal relationships in an enquiry.			
	I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument of theory.			
	I can read, spell and pronounce scientific vocabulary accurately.			
	Living things and their habitats (Biology)			
	I can classify things into broad groups according to observable characteristics and based on similarities and differences.			
	I can describe how living things have been classified.			
	I can reasons for classifying plants and animals in a specific way.			
	Animals including humans (Biology)			
	I can identify and name the main part s of the human circulatory system.			
	I can describe the function of the heart, blood vessels and blood.			
	I can discuss the impact of diet, exercise, drugs and lifestyle on health.			
	I can describe the ways in which nutrients and water are transported in animals, including humans.			
	Evolution and inheritance (Biology)			
	I can describe how the Earth and living things have changed over time.			
	I can explain how fossils can be used to find out about the past.			

	I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).			
	I can explain how animals and plants are adapted to suit their environment.			
	I can link adaption over time t evolution.			
	I can explain evolution.			
	Light (Physics).			
	I can explain how light travels.			
	I can explain and demonstrate how we see objects. .			
	I can explain why shadows have the same shape as the object that casts them.			
	I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.			
	Electricity (Physics).			
	I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.			
	I can compare and give reasons why components work and do not work in a circuit.			
	I can draw circuit diagrams using correct symbols.			