(Reception)   attainment   Image: Ask simple questions and recognise that they can be answered in different ways.   Ask relevant questions and use different types of scientific enquiries to on gnising and consist and use different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to answer them   Palm different types of scientific enquiries to ongnising and consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the consist and use different types of scientific enquiries to the constraint and use different types of scientific enquiries to the constraint and use different types of scientific enquiries to the constraint and use different types of scientific enquiries to the constraint and use different types of scientific enquiries to the constraint and use different types of scientific enguires to the constraint and use different types of the constration to the constraint and use different	Science						
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Intervention Searentheration Own-concentration operation Searentheration operation Searentheration Searentheratincolumber Searentheration Seare	, ,	Working	Ask simple questions and recognise	that they can be answered in different	Ask relevant questions and use diffe	rent types of scientific enquiries to	Plan different ty
In words   Set up simple practical enquiries, comparative and far tests.   Name supervision of the set up simple practical enquiries, comparative and far tests.   Name supervision of tests, comparate testsupervision of tests, comparate tests and concl			ways. a		answer them		ognising and co
Children haw werken en and the field description to description des			Observe closely, using simple equipment.		Set up simple practical enquiries, comparative and fair tests.		Take measurem
abore sinurines and differences in relations to puestions ables, tais to puestions and ideas to suggest answers to questions ables, tais to puestions and ideas to suggest answers to questions ables, tais to puestions and ideas to suggest answers to questions ables, tais to puestion in puese. Baber and record data to help in answering questions answering questions and quistion dramating in the questions. Use suggest improvements and raise trutter or compare relations/is and processes. Use suggest improvements and raise trutter or answer questions or to sup- port their findings. Third and describe the base and bubs grow into mature plans including decludous and every end more worker, legit and a subable to part and subable to question and plans including plans on decribe how plans including plans on decribe how plans including plans on decribe how plans including plans on awaet yo common vortion and subar (plans and plans on a subable subable) including plans including plans including plans including plans including p	Children know		Perform simple tests.		Make systematic and careful observ	ations and, where appropriate, take	accuracy and p
and disks, takeworks, anderbok, and kow to support the problem in			Identify and classify.		-		Record data and
relation to places, orders, materials and way things, they take boot the proteines of their way monediate a way mone way monediate a way way mone way monediate a way way mone way way mone way monediate a way way mone way way mone				suggest answers to questions	ment, including thermometers and	data loggers.	and labels, class
and Wind Thinks   Record finding using simple scientific language, drawings, labeled dials   Proof and pre- feators of their simple scientific language, drawings, labeled dials   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, bar charts, and tables.   Proof and pre- relationships as grave, keys, bar charts, and tables.   Proof and pre- relationships as grave, bar charts, and tables.   Proof and pre- relationships as grave charts and tables.   Proof and pre- relationships as grave charts, and tables.   Proof and pre- relationships as grave charts and tables.   Proof and pre- relationships as grave charts and tables.   <	relation to places,				Gather, record, classify and present	data in a variety of ways to help in	Use test results
Incry tota about the grain server of the one of the server			Gather and record data to help in an	swering questions	answering questions.		tests
jectores of their own immediate en- winding to menuptices. Including of and written explan- tions, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new val- ues, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to sup- port their fundings. Mathematics Mathemat					Record findings using simple scienti	fic language, drawings, labelled dia-	Report and pres
own mediate environments indication on equivies, including or all and writter explansion to subscription on ear or on ear environments indication on ear environment indication on ear environment indication on ear environment indication on ear environment indications eare environment in					grams, keys, bar charts, and tables.		relationships ar
winner and box environment and box environment and box environments might vory from de abservations of mish so and plants and explain why some and and plants and tok about changes   is constructions of results and conclusions. make predictions for new val- ues, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to sup- port heir findings.   is displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new val- ues, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to sup- port heir findings.   is displays or presentations of results and conclusions. Use straightforward scientific evidence to answer questions or to sup- port heir findings.     Mathematics Shape, Space and doubts grow into mature plants foldier use very- dop disprover for a varety of concess structure of a varety of concess structure of a varety of concess for soute and scoles prover heir plants including trees is found and garden plants, including plants, including trees structure of a varety of concess trees   Observe and describe how plants for life and grow high light, water, nutrients from soil, and room to grow and how they vary from plant to plant is transported within plants is transported within plants is transported within plants, including polination, seed for- mation and seed dispersal i the life cycle of forwering plants, including polination, seed for- mation and seed dispersal i the part the fiber cycle of species plants, including polination, seed for- mation and seed dispersal i species and use.   Is water the species plants, including poli	-				Report on findings from enquiries, i	ncluding oral and written explana-	written forms s
environments mid vorb for one en vorb. They mid- vorb. They mid- subscription of en vorb. They mid- the they work of an environment subscription of en vorb. They mid- they work of an environment subscription of en vorb. They mid- they work of an environment subscription of environment the subscription work of an environment subscription work of an environment the subscription wor							Identify scientif
war, from one can other. They make observations of an mais and plonts and apploin why some thing socur, and thing so					Use results to draw simple conclusion	ons make predictions for new val-	arguments.
other. They make observations of ani- mask and plants and explain why some trings occur, and ack about size, weight, aport their findings.   Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to sup- port their findings.     Mathematics   Identify and name a variety of common wild and garden plants, incluid gediculous and evergreen trees   Observe and describe how seeds and bulks grow into mature plants, Find out and describe how plants, find out and describe how plants, for duat and describe how plants, for duat and describe how plants, for life and growth (aring light, water, noy and how they vary from plant to plant   Identify and common and flowers     Children use every- ognise, releved to solutions, they rec- ognise, retered on solve protections and evergree for lowering plants, including trees   Observe and describe how plants, ind out and describe how plants, for life and growth (aring light, water, nuplent to plant for life and growth (aring light, water, nuplent to plant for life and growth (aring light, water, nuplent to plant, including polinitations, seed for- mation and seed dispersal   Explore the requirements of plants, including polinitations, seed for- mation and seed dispersal     They explore char- ognise, create and solve protections ognise, create and solve protecharts the life cycle of flowering lants,	-						
Discretion is our pains and plots of a scalar bias of plots of the scalar bias of the scala	other. They make					-	
mass plants with plants	observations of ani-					nanges related to simple scientific	
this occur, and tack about changes.   port their findings.   port their findings.     Mathematics   Bology- Plants   Identify and name a varley of common wild and garden plants, including deciduous and evergreen trees   Observe and describe how plants, ned water, light and a suitable temperature to grow and stubel temperature to grow and stupel plants: roots, stem/trunk, leaves and flowers   of different parts of flowering plants: roots, stem/trunk, leaves and flowers   For lie and growth (ari, light, water, nutrients from soil, and room to growth on withey vary from plant to plant incuding polination, seed for- mation and seed dispersal   For lie and growth (ari, light, water, nutrients from soil, and room to growth on within plants including polination, seed for- mation and seed dispersal     the store the requirements of plants for lie and growth (ari, light, water, nutrients from soil, and room to growth and within plants including polination, seed for- mation and seed dispersal     the store the parts for the part that flowers play in the store the part that flowers play in the life cycle of flowering plants, including polination, seed for- mation and seed dispersal   Investigate the way in which water is transported within plants	-						
taik about changes.   Identify and name a variety of common wild and garden plants, including deciduous and evergreem trees   Observe and describe how seeds and bulls grow into mature plants, including deciduous and evergreem fried out and describe how plants need water, light and a suitable temperature to grow and stay healthy   Identify and describe the functions of different parts of flowering plants, including deciduous and evergreem fried out and describe how plants need water, light and a suitable temperature to grow and stay healthy   Identify and describe the flowering plants, including trees   Identify and describe how plants need water, light and a suitable temperature to grow and stay healthy   Identify and describe how plants need water, light and a suitable temperature to grow and stay healthy   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     Investigate the way in which water is transported within plants   Explore the part that flowers play in the life cycle of flowering plants, including trees   Explore the part that flowers play in the life cycle of flowering plants, including polination, seed formation and seed dispersal   Investigate the way in which water is transported within plants     requirements of devery- day objects and solve shapes charas   Integret temperature to grow and sub is transported within plants   Investigate the way in which water is transported within plants   Investigate the way in which water is transported within plants   Investigate the growth and seed dispersal     gravities and dow is parter and describe the part that flowers play in the life cycle of flowering pl					-	nce to answer questions or to sup-	
Biology - Plants   Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees   Observe and describe how seeds and bubs grow into mature plants   Identify and describe the functions     Shape, Space and Measures   Identify and describe the basic trees   Identify and describe how plants, ned water, light and a suitable   Identify and describe the basic trees   Identify and describe the basic true trees   Identify and teseribe the functions   Identify and teseribe and flowers     Statuter, time and basic trees, time and basic trees true and ab- tects and ab- tects and ab- tects and describe patters.   Identify and teseribe the functions   Identify and teseribe the functions   Identify and teseribe trees   Identify and teseribe trees   Identify and teseribe the functions     Statane, time an	-				port their findings.		
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Mathematics   including deciduous and evergreen   Find out and describe how plants need water, light and a suitable   plants: roots, stem/trunk, leaves and flowers     Shape, Space and Measures   Identify and describe the basic   temperature to grow and stay   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   For life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant     distance, time and money to compare quantities and obe   How since   How since   How since     problems. They rec- ognise, create and describe patters   How since   How since   How since   How since     stapes plants.   How since   How since   How since   How since   How since     stapes patters   How since   How since   How since   How since   How since     gorids, create and objects and shapes and use   How since   How since   How since   How since   How since     stapes plants   How since   How since   How since   How since   How since     gorids, create and objects and shapes and use   How since   How since   How since   How since   How since		Biology - Plants					
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Measures   Identify and describe the basic   temperature to grow and stay   Explore the requirements of plants     Children use every- day language to talk   structure of a variety of common flowering plants, including trees   healthy   for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant     distance, time and bo- igets and to solve problems. They rec- ognise, create and escribe patterns.   Image Structure to grow and stay   Explore the requirements of plants     They explore char- acteristics of every- day objects and shapes and use shapes and use mathematical lan- guage to describe   Image Structure to grow and stay   Explore the requirements of plants     guage to describe   Image Structure of a variety of common flowering plants, including trees   healthy   for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant     istance, time and b- igets and to solve problems. They rec- ognise, create and shapes and use   Image Structure to grow and stay   Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed for- mation and seed dispersal	Shane Snace and						
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jects and to solve   the life cycle of flowering plants,     problems. They rec-   including pollination, seed for-     ognise, create and   mation and seed dispersal     describe patterns.   mation and seed dispersal     They explore char-   including pollination, seed for-     acteristics of every-   including pollination and seed dispersal     shapes and use   including pollination     mathematical lan-   including pollination     guage to describe   including pollination	quantities and ob-						
problems. Iney rec-   including pollination, seed for-     ognise, create and   including pollination, seed for-     describe patterns.   mation and seed dispersal     They explore char-   acteristics of every-     day objects and   shapes and use     shapes and use   including pollination     mathematical lan-   guage to describe	jects and to solve						
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AMBLECOTE TRIMARY SCHOOL

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#### End of Year 6

t types of scientific enquiries to answer questions, including reccontrolling variables where necessary.

ements, using a range of scientific equipment, with increasing precision, taking repeat readings when appropriate.

and results of increasing complexity using scientific diagrams assification keys, tables, scatter graphs, bar and line graphs

Its to make predictions to set up further comparative and fair

resent findings from enquiries, including conclusions, causal and explanations of and a degree of trust in results, in oral and s such as displays and other presentations.

tific evidence that has been used to support or refute ideas or



End of FS	Area of	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
(Reception)	attainment						
Physical	Biology -	Identify and name a variety of	Notice that animals, including hu-	Identify that animals, including hu-	Describe the simple functions of	Describe the changes as humans	Identify and name the main parts of
Development	Animals	common animals including fish,	mans, have offspring which grow	mans, need the right types and	the basic parts of the digestive	develop to old age	the human circulatory system, and
-	Including	amphibians, reptiles, birds and	into adults	amount of nutrition, and that they	system in humans		describe the functions of the heart,
<u>Health and Self-</u>	Humans	mammals	Find out about and describe the	cannot make their own food; they	Identify the different types of		blood vessels and blood
<u>Care</u>		Identify and name a variety of	basic needs of animals, including	get nutrition from what they eat	teeth in humans and their simple		Recognise the impact of diet, exer-
Children know the		common animals that are carni-	humans, for survival (water, food	Identify that humans and some	functions		cise, drugs and lifestyle on the way
importance for good		vores, herbivores and omnivores	and air)	other animals have skeletons and	Construct and interpret a variety		their bodies function
health and physical		Describe and compare the struc-	Describe the importance for hu-	muscles for support, protection and	of food chains, identifying pro-		Describe the ways in which nutrients
exercise, and a		ture of a variety of common ani-	mans of exercise, eating the right	movement	ducers, predators and prey		and water are transported within
healthy diet, and talk about ways to		mals (fish, amphibians, reptiles,	amounts of different types of food,				animals, including humans
keep healthy and		birds and mammals including pets)	and hygiene				
safe. They manage		Identify, name, draw and label the					
their own basic hy-		basic parts of the human body and					
giene and personal		say which part of the body is asso-					
needs successfully,		ciated with each sense					
including dressing	Biology -						Recognise that living things have
and going to the	<b>Evolution and</b>						changed over time and that fossils
toilet independently.	Inheritance						provide information about living
							things that inhabited the Earth mil-
Personal, Social							lions of years ago.
and Emotional							Recognise that living things produce
<b>Development</b>							offspring of the same kind, but nor-
<u>Self-confidence</u>							mally offspring vary and are not iden- tical to their parents.
and self-							
							Identify how animals and plants are adapted to suit their environment in
<u>awareness</u>							different ways and that adaptation
Children are confi-							may lead to evolution.
dent to try new ac-							
tivities, and say why they like some activ-	<u>Biology -</u>		Explore and compare the differ-		Describe the simple functions of	Describe the differences in the life	Describe how living things are classi-
ities more than oth-	Living Things		ences between things that are liv-		the basic parts of the digestive	cycles of a mammal, an amphibian, an insect and a bird.	fied into broad groups according to common observable characteristics
ers. They are confi-	and Their		ing, dead, and things that have nev- er been alive.		system in humans.		and based on similarities and differ-
dent to speak in a	<u>Habitats</u>				Identify the different types of	Describe the life process of repro-	ences, including micro-organisms,
familiar group, will			Identify that most living things live		teeth in humans and their simple	duction in some plants and animals.	plants and animals.
talk about their ide-			in habitats to which they are suited and describe how different habitats		functions.		Give reasons for classifying plants
as, and will choose			provide for the basic needs of differ-		Construct and interpret a variety		and animals based on specific char-
the resources they			ent kinds of animals and plants, and		of food chains, identifying pro-		acteristics.
need for their cho-			how they depend on each other.		ducers, predators and prey.		
sen activities. They say when they do or							
don't need help.							
			1		1		



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End of FS (Reception)	Area of attainment	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Understandingthe WorldPeople andCommunitiesChildren talk aboutpast and presentevents in their ownlives and in the livesof family members.They know that oth-	<u>Biology -</u> <u>Living Things</u> <u>and Their</u> <u>Habitats</u>		Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name differ- ent sources of food.				
er children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and oth- ers, and among families, communi- ties and traditions. <u>Express Arts and</u> <u>Design</u> <u>Being</u>	<u>Chemistry -</u> <u>Materials</u>	Distinguish between an object and the material from which it is made. Identify and name a variety of eve- ryday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical prop- erties of a variety of everyday ma- terials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bend- ing, twisting and stretching.				
Imaginative Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and pur- poses. They repre- sent their own ide- as, thoughts and feelings through design and technol- ogy, art, music, dance, role-play and stories.	<u>Chemistry -</u> <u>Rocks</u>			Compare and group together differ- ent kinds of rocks on the basis of their appearance and simple physi- cal properties. Describe in simple terms how fos- sils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.			



End of FS (Reception)	Area of attainment	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Yea
	<u>Chemistry -</u> <u>States of</u> <u>Matter</u>				Compare and group materials together, according to whether they are solids, liquids or gases.	
	matter				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 (°C). Identify the part played by evap- oration and condensation in the water cycle and associate the	
					rate of evaporation with temper- ature.	
	<u>Chemistry -</u> <u>Properties and</u> <u>Changes of</u> <u>Materials</u>					Compare and g day materials of properties, inc solubility, tran (electrical and sponse to mag
						Know that som solve in liquid describe how t from a solution
						Use knowledge gases to decide be separated, tering, sieving
						Give reasons, l from compara the particular terials, includin plastic.
						Demonstrate t and changes o changes.
						Explain that so the formation that this kind o reversible, incl ated with burn acid on bicarbo



ar 5	End of Year 6
l group together every- s on the basis of their icluding their hardness, nsparency, conductivity d thermal), and re- gnets.	
me materials will dis- I to form a solution, and to recover a substance on.	
ge of solids, liquids and de how mixtures might , including through fil- g and evaporating.	
based on evidence ative and fair tests, for uses of everyday ma- ling metals, wood and	
that dissolving, mixing of state are reversible	
some changes result in n of new materials, and of change is not usually cluding changes associ- rning and the action of bonate of soda.	

End of FS (Reception)	Area of attainment	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year
	Physics - Earth in Space					Describe the mo and other plane in the solar syst Describe the mo relative to the E Describe the su approximately s Use the idea of to explain day a parent moveme the sky.
	Physics - Forces and Magnets			Compare how things move on different surfaces. Notice that some forces need con- tact between 2 objects, but mag- netic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a vari- ety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, de- pending on which poles are facing.		Explain that uns towards the Ear force of gravity Earth and the fa Identify the effe water resistance act between mo Recognise that a including levers allow a smaller er effect.

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movement of the Earth nets relative to the sun /stem.	
movement of the moon e Earth.	
sun, Earth and moon as y spherical bodies.	
of the Earth's rotation y and night and the ap- ment of the sun across	
insupported objects fall Earth because of the ty acting between the e falling object.	
ffects of air resistance, nce and friction, that moving surfaces.	
at some mechanisms ers, pulleys and gears er force to have a great-	

End of FS (Reception)	Area of attainment	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Yea
	<u>Physics -</u> <u>Sound</u>				Identify how sounds are made, associating some of them with something vibrating.	
					Recognise that vibrations from sounds travel through a medium to the ear.	
					Find patterns between the pitch of a sound and features of the object that produced it.	
					Find patterns between the vol- ume of a sound and the strength of the vibrations that produced it.	
					Recognise that sounds get fainter as the distance from the sound source increases.	
	<u>Physics -</u> <u>Electricity</u>				Identify common appliances that run on electricity.	
					Construct a simple series electri- cal circuit, identifying and nam- ing its basic parts, including cells, wires, bulbs, switches and buzz- ers.	
					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.	
					Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	
					Recognise some common con- ductors and insulators, and asso- ciate metals with being good conductors.	

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	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for varia- tions in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when repre- senting a simple circuit in a diagram.