

NAME:			Date objective when child has shown evidence of using the skill.	Highlight green when child has SECURED the skill.
CLASS:		Start Stage:		
YEAR GROUP:		End Stage:		
Plants				
<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plant: roots, stem/trunk, leaves and flowers. 				
<ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and rom to grown) and how they vary from plant to plant 				
<ul style="list-style-type: none"> Investigate the way in which water is transported within plants 				
<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 				
Animals, including humans				
<ul style="list-style-type: none"> 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 				
<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 				
Rocks				
<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 				
<ul style="list-style-type: none"> Describe in simple terms how fossils are formed when things that have lived are trapped within rock 				
<ul style="list-style-type: none"> Recognise that soils are made from rocks and organic matter 				
Light				
<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. 				
<ul style="list-style-type: none"> Notice that light is reflected from surfaces. 				
<ul style="list-style-type: none"> Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 				
<ul style="list-style-type: none"> Recognise that shadows are formed when light from a light source is blocked by a solid object. 				
<ul style="list-style-type: none"> Find patterns in a way that the size of shadows change. 				
Forces and Magnets				
<ul style="list-style-type: none"> Compare how things move on different surfaces. 				
<ul style="list-style-type: none"> Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 				
<ul style="list-style-type: none"> Observe how magnets attract or repel each other and attract some materials and not others 				
<ul style="list-style-type: none"> 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 				
<ul style="list-style-type: none"> Describe magnets as having two poles 				
<ul style="list-style-type: none"> Predict whether two magnets will attract or repel each other, depending on which poles are facing 				
Working Scientifically				
<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. 				
<ul style="list-style-type: none"> Setting up simple practical enquiries, comparative and fair tests 				
<ul style="list-style-type: none"> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. 				
<ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 				
<ul style="list-style-type: none"> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. 				
<ul style="list-style-type: none"> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 				
<ul style="list-style-type: none"> Using results to draw simple conclusions, make predictions for new values, suggest 				

improvements and raise further questions.		
<ul style="list-style-type: none"> Identifying differences, similarities or changes related to simple scientific ideas and processes. 		
<ul style="list-style-type: none"> Using straightforward scientific evidence to answer questions or to support their findings. 		

3B Working BELOW 0 – 2 3B+ BELOW WORKING TOWARDS 3 – 5	3W WORKING TOWARDS National Standard 6 – 11	3W+ WORKING AT THE NATIONAL STANDARD Must include all purple KO's 12 – 18	3S SECURELY WORKING AT NATIONAL STANDARD Must include all purple KO's 19 – 24	3S+ SHOWING GREATER DEPTH 25 - 29
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