

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:		
Living things and their habitats				
<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. 				
<ul style="list-style-type: none"> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 				
<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. 				
Animals, including humans				
<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. 				
<ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions. 				
<ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. 				
States of matter				
<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. 				
<ul style="list-style-type: none"> 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). 				
<ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 				
Sound				
<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. 				
<ul style="list-style-type: none"> Recognise that vibrations from sounds travel through a medium to the ear. 				
<ul style="list-style-type: none"> Find patterns between the pitch of a sound and features of the object that produced it. 				
<ul style="list-style-type: none"> Find patterns between the volume of a sound and the strength of the vibrations that produced it. 				
<ul style="list-style-type: none"> Recognise that sounds get fainter as the distance from the sound source increases. 				
Electricity				
<ul style="list-style-type: none"> Identify common appliances that run on electricity. 				
<ul style="list-style-type: none"> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 				
<ul style="list-style-type: none"> 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. 				
<ul style="list-style-type: none"> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. 				
<ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors. 				
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. 				

4B Working BELOW 0 – 2 4B+ BELOW WORKING TOWARDS 3 – 5	4W WORKING TOWARDS National Standard 6 – 13	4W+ WORKING AT THE NATIONAL STANDARD Must include all purple KO's 14 – 20	4S SECURELY WORKING AT NATIONAL STANDARD Must include all purple KO's 21 – 25	4S+ SHOWING GREATER DEPTH 26 - 28
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