

Science Progression

Topic	Y	ear 3	Ye	ar 4	Ye	ear 5	Y	'ear 6
•	I can Statements	Lesson Objectives	I can Statements	Lesson Objectives	I can Statements	Lesson Objectives	I can Statements	Lesson Objectives
Plants  I c who of (rc lear floor in the lear plants)  I c was trained in the lear plants in the learness in the lear plants in the learness in the lear plants in th	can describe that the parts a plant do. bots, stem, aves, owers)  can describe that the parts a plant do. bots, stem, aves, owers)  can describe thy different ants need fferent the mounts of ater, light and the part to grow the stay to grow the	I can describe what the parts of a plant do. (roots, stem, leaves, flowers)  I can investigate by comparing what conditions plants need to germinate and grow healthily. (Big Question)  I can say how water is transported in plants.  I can describe the lifecycle of a flowering plant.  I can research different ways plants use pollination and seed dispersal. (Big Question)  I can observe flowers in a vase and say how and why they have changed. (Big Question)	From Living things and their habitats: I can sort plants into flowering and non-flowering.  I can describe how human influence affects animal's habitats, and environments.	Objectives	From Living things and their habitats: I can describe how plants reproduce sexually and asexually.	Objectives	From Living things and their habitats: I can classify plants into groups	















			•					
Animals,	I can identify a	I know the food		I can <b>identify</b>	I can	I can describe	I can identify	I can <b>identify</b> and
including	healthy diet	groups and can give	I can describe	and describe the	describe	how humans	and name the	name the main parts
_		examples of them in	the parts of	parts of the	how humans	change as they	main parts of	of the circulatory
humans	I know the food	a healthy diet	the digestive	digestive system	change as	grow old	the circulatory	system (Big
	groups and can		system and	and their	they grow		system and	Question)
	give examples	I can describe the	their functions	functions	old	I can <b>find</b>	their functions.	
		skeleton and name	(mouth,	(mouth, tongue,		patterns in the		I can describe the
	I can describe	some bones.	tongue, teeth,	teeth,	I can	gestation periods	I can describe	functions of the
	the skeleton		oesophagus,	oesophagus,	compare	of other animals	how nutrients	heart, lungs, blood
	and name	I can <b>identify</b>	stomach and	stomach and	gestation	and record my	are	vessels and blood.
	some bones.	animals from their	small and	small and large	periods of	findings in a	transported in	
	I can identify	skeletons and	large	intestine)	other	scatter graph.	animals.	I can <b>compare</b> the
	animals from	compare them.	intestine)	(Big Question)	animals to	(Big Questions)		most common eye
	their skeletons.	(Big Question)			humans.		I can discuss	colours in our class
			I can describe	I can describe		I can compare	the impact of	and choose how to
	I can describe	I can describe the	teeth and their	teeth and their	From Living	who grows faster	diet, exercise	show my results.
	the function of	function of the	functions.	functions.	things and	<ul> <li>boys or girls.</li> </ul>	and lifestyle on	(Big Question)
	the skeleton	skeleton and of			their	(Big Question)	the human	
	and of	muscles.	I can create	I can <b>group</b>	habitats:		body.	I can plan a fair test
	muscles.		and explain	teeth due to	l can	I can research		about the effect of
		I can complete a	food chains.	their functions.	describe	why people get	From Living	exercise on heart
		fair test about the		(Big Question)	how plants	grey hairs when	things and	rate, <b>choosing how</b>
		function of muscles			reproduce	they age. (Big	their Habitats:	to record results
		and bones using		I can compare	sexually and	Question)	I can describe	and <b>making</b>
		measurements and		the effect of	asexually.		how living	scientific
		recording in a		different liquids		I can create a	things are	conclusions. (Big
		table. (Big		on our teeth and	l can	fair test to find	classified	Question)
		Question)		record my	describe the	how a person's	based on their	
				results. (Big	differences	age affects their	characteristics.	I can describe how
				Question)	in lifecycles	reactions and		nutrients and water
					of: a	discuss the		are transported in
				I can create and	mammal, an	validity of my		animals.
				explain food	amphibian,	results.		
				chains.	an insect	(Big Question)		I can discuss the
					and a bird.			impact of diet,
						I can <b>find</b>		exercise and lifestyle
					l can	patterns		on the human body
					describe	between height		
					some	and age and		
					processes of	choose how to		
					reproduction	show my		
					in animals.	results,		















					explaining what they mean. (Big Question)		
Living	From Plants:	I can describe	I can describe	I can		I can describe	I can research Carl
things and		how living	how living things	describe the		how living	Linnaeus and how
their	I can describe	things can be	can be grouped	differences		things are	he changed how we
	the lifecycle of	grouped	together and	in lifecycles		classified	group animals. (Big
Habitats	a flowering	together.	use Carroll Diagrams to	of: a mammal, an		based on their characteristics.	Question)
	plant.	I can use a	group them.	amphibian,		Characteristics.	I can describe how
	l can describe	classification	group mem.	an insect		I can classify	living things are
	wavs of	key to sort	I can classify	and a bird.		animals into	classified based on
	pollination and	vertebrates.	vertebrates into	and a bird.		groups	their characteristics.
	seed dispersal.		families using a	I can		3 - 1 - 1	
	,	I can sort	classification	describe		I can classify	I can <b>make</b>
		plants into	key. (Big	how plants		plants into	classification keys
		flowering and	Question)	reproduce		groups	for animals, plants
		non-flowering.		sexually and			and microorganisms
			I can use a	asexually.		I can classify	using a variety of
		I can describe	classification			micro-	methods (Big
		how human	key to identify	I can		organisms into	Question)
		influence	unknown	describe		groups.	I can <b>observe</b> how
		affects animal's	animals.	some processes of		I can use and	bread changes over
		habitats, and	I can <b>sort</b> plants	reproduction		create	time (Big Question)
		environments.	into flowering	in animals.		classification	time (big Question)
		CHVITOTIITICITES.	and non-	iii aiiiiiais.		keys.	
		From Animals	flowering <b>using</b>			Noye.	
		Including	Venn			From	
		Humans:	Diagrams.			Evolution and	
		I can create				Inheritance:	
		and explain	I can research			I can explain	
		food chains.	how human			how animals	
			influence affects			are adapted to	
			animal's			suit their	
			habitats, and			environment	
			environments.			Loon obou	
			(Big Question)			I can show how offspring	
			I can research			vary from their	
			how seasons			parents	















			change habitats and how that affects which animals are found there. (Big Question)			
Evolution and Inheritance	From Rocks: I can describe how fossils are formed  From Plants: I can describe ways of pollination and seed dispersal.	From Living things and their Habitats: I can describe how human influence affects animal's habitats, and environments		From Living things and their Habitats:  I can describe how plants reproduce sexually and asexually.  I can describe some processes of reproduction in animals.	I can explain how animals are adapted to suit their environment  I can show how offspring vary from their parents.  I can describe how living things have changed over time.  I can show how fossils provide information about prehistoric living things.	I can explain how animals are adapted to suit their environment  I can show how offspring vary from their parents.  I can describe how living things have changed over time.  I can show how fossils provide information about prehistoric living things.  I can find patterns in bird's beaks and the food they eat and explain what this suggests. (Big Question)  I can research Charles Darwin and what he found on the Galapagos Islands. (Big Question)















Seasonal	From Light:			From Earth		
	I can say why			and Space:		
Changes	the sun is			l can		
				describe		
	dangerous to					
	the eyes.			why day		
				turns to		
				night.		
				-		
Earth and				I can	I can describe	
				describe the	the movements	
Space						
•				movements	of the Moon,	
				of the Earth	Earth and Sun.	
				and other		
				planets.	I can describe	
					the shape of the	
				I can	Earth Sun and	
				describe the	Moon.	
				movement	WIOOTI.	
					Language and the	
				of the moon.	I can describe	
					why day turns to	
				I can	night.	
				describe the		
				shape of the	I can <b>identify</b> the	
				Earth Sun	phases of the	
				and Moon.	moon. (Big	
				ana woon.	Question)	
				1	Question)	
				I can		
				describe	I can <b>find</b>	
				why day	patterns in the	
				turns to	orbit length of the	
				night.	planets (Big	
				3	Question)	
				I can explain		
				the phases	I can research	
				of the moon.	how our Sara	
					Seager is	
					changing how we	
					understand	
					planets. (Big	
					Question)	
					=======================================	
		1				















						ı
Forces and	I can explain	I can describe		I can explain	I can explain	
Magnetism	what friction is	magnetism and how		what gravity	what gravity is	
Magnetisiii		magnets repel and		is and its	and its effect.	
	I can describe	attract each other at		effect.		
	magnetism and	the poles and			I can describe	
	how magnets	predict when this		I can	water resistance,	
	repel and	will happen		describe	air resistance,	
	attract each			water	and friction.	
	other.	I can sort materials		resistance,		
		into magnetic and		air	I can describe	
	I can sort	non-magnetic using		resistance,	how pulleys,	
	materials into	venn diagrams (Big		and friction.	levers and gears	
	magnetic and	Question)			work.	
	non-magnetic	Queensi,		I can	Work	
	11011 Illagilotto	I can find patterns		describe	I can <b>identify</b> all	
	I can describe	between the		how pulleys,	the forces acting	
	the poles of a	shape/size of a		levers and	on objects in	
	magnet	magnet and its		gears work.	different	
	magnet	strength. (Big		gears work.	situations. (Big	
	Loop prodict if					
	I can predict if magnets will	Question)			Question)	
		Laga abaw airanta			Loon muodint	
	repel or attract.	I can show simple			I can <b>predict</b>	
		push and pull forces			which shoe will	
		on a diagram.			be the slippiest	
		1 :			based on my	
		I can investigate			scientific	
		how different			knowledge and	
		surfaces change			carry out a	
		how far a car moves			comparative	
		and use my results			test to find out.	
		to describe what			(Big Question)	
		friction is.				
					I can <b>plan a fair</b>	
		I can <b>plan a fair</b>			test about air	
		test to find how an			resistance	
		object's mass			choosing how	
		affects the force			to record my	
		needed to move it.			results and	
		(Big Question)			explaining my	
					findings	
					scientifically.	
					(Big Question)	



















				I can find patterns in how different shaped objects fall through water, predicting results and explaining findings scientifically. (Big Question)		
Rocks	I can sort rocks based on their appearance and physical properties I can describe how fossils are formed I can explain what soil is made from.	I can make careful observations to sort rocks based on their appearance and physical properties.  I can describe how fossils are formed  I can explain what soil is made from.  I can find patterns in how volcanoes are dispersed around the globe. (Big Question)  I can research who Mary Anning was and what she discovered. (Big Question)  I can compare which soils absorb the most water and choose how to			From Evolution and Inheritance: I can show how fossils provide information about prehistoric living things.	

















		record my results. (Big Question)  I can observe carefully and use an identification tree to find the name of some rocks. (Big Question)					
Materials	From Rocks: I can sort rocks based on their appearance and physical properties I can describe how fossils are formed From Forces and Magnets: I can sort materials into magnetic and non-magnetic		I can group materials into solid liquid and gas.  I can describe what happens to water when it is heated and cooled.  I can describe the water cycle.  From Electricity: I can group conductors and insulators.	I can describe the properties of solid liquids and gases.  I can group materials into solid liquid and gas and show this in Venn Diagrams. (Big Question)  I can describe the physical processes that occur when water is heated and cooled.  I can use a thermometer to investigate the temperature that water melts at.  I can plan and carry out a fair test to see how mass affects		I can classify materials by their: hardness, conductivity, magnetism, solubility.  I know which substances dissolve and how to recover them.  I know how to separate mixtures in different ways.  I can explain using evidence why some materials are best suited to different uses.  I can explain why some state changes are reversible,	I can classify materials by their: hardness, conductivity, magnetism, solubility  I can plan a fair test to find how temperature affects the rate of solubility and choose how to show my results, commenting on their accuracy.  I can observe how a container of salt water changes over time and explain why this means we can retrieve some solutes. (Big Question)  I can compare which materials are soluble. (Big Question)















deace		L les avec la avecta
draw	state changes	I know how to
conclusions	aren't.	separate mixtures in
based on the		different ways.
results (Big		
Question)		I can explain using
		evidence why some
I can <b>compare</b>		materials are best
the evaporation		suited to different
time of fresh and		uses.
sea water. (Big		
Question)		I can explain why
adoction,		some state changes
I can find		are reversible, and
patterns in how		some state changes
long it takes		aren't.
different size		arent.
objects to melt.		
(Big Question)		
I can measure		
the changes in		
volume of water		
over time and		
explain my		
results using		
scientific		
vocabulary.		
(Big Question)		
(2.9 4.000.0.1)		
I can <b>plan and</b>		
carry out a fair		
test to find out		
how surface		
area affects		
evaporation		
time. (Big		
Question)		
I can <b>use</b>		
scientific		
vocabulary to		















Г		-1			
		describe the			
		water cycle.			
0	I can describe				
Sound	how sounds				
	are made				
	are made				
	I can describe				
	how sound				
	travels to the				
	ear				
	I can show				
	how pitch				
	changes with				
	the object.				
	I can describe				
	volume in				
	terms of				
	vibrations				
	VIDIALIONS				
	I understand				
	what happens				
	to a sound				
	when you get				
	further away				
	from it.				
Electricity	I know some	I know some		I can draw	I can draw circuit
	appliances	appliances that		circuit	diagrams and use
	that run on	run on		diagrams.	circuit symbols for
	electricity.	electricity.		1	components
	I can build a	I can build a		I can	
	working circuit	working circuit		recognise and	I can carry out fair
	and identify the	and identify the components.		use symbols for	tests, choosing
	components.	I can use		components	variables to find
	I can use	different		Components	how the brightness
	different	switches in a		I can explain	of a lamp is affected by voltage
	switches in a	circuit.		how the	explaining my
	circuit.	J J.		brightness of a	findings
	- · <del>- · · · ·</del>			lamp is	munigs















			I can tell if a circuit will work or not. I can group conductors and insulators.	I can predict if a circuit will work or not. I can group conductors and insulators. I can compare which metal is the best conductor. (Big Question) I can observe over time to see how long a battery will last. (Big Question)			affected by voltage.  I can compare and give reasons for the function of components in a circuit.  I can investigate how components function in a circuit	scientifically.(Big Question)  I can ask a question based on my previous investigations and plan an investigation to find the answer.  I can investigate how components function in a circuit  I can observe the temperature of a bulb over time and find patterns in it, showing my results in a line graph. (Big Question)  I can compare which brand of battery lasts the longest. (Big Question)
Light	I can explain why we need light to see things I can explain that dark is an absence of light I can describe how shadows	I can explain why we need light to see things and why some light sources are dangerous to our eyes.  I can explain that dark is an absence of light and describe how shadows and reflections are formed.			I can describe how light travels.  I can explain how objects reflect light in order to be visible  I can describe	I can describe how light travels.  I can explain how objects reflect light in order to be visible and how we see things  I can explain why shadows are the		















and reflections		how	we see same shap	oe as	
are formed	I can <b>plan a fair</b>	thing	-		
	test to find out how		,		
I can describe	a shadow changes,	I car	n explain I can <b>plan</b>	a fair	
why shadows	show my results in	why			
change shape.	a bar chart and		dows are the effect of	of	
	make a	the	same distance of	flight	
I can	conclusion. (Big	shap	be as the source on		
investigate why	Question)	obje		ze and	
shadows			explain m	y	
change		I car	n show a results		
	I can <b>sort</b> light	patte	ern in scientifica	ally.	
I can say why	sources in to natural	the	size of a (Big Quest	ion)	
the sun is	and artificial (Big	shad	dow and		
dangerous to	Question)	the o	distance I can <b>pred</b>	ict	
the eyes.		from	the which mate	erial is	
	I can observe over	light	source. the most		
	time the amount of		reflective a	and	
	light in our		carry out a		
	classroom and		comparise	<b>on</b> to	
	record my results		find out, <b>u</b> s	sing	
	in a table. (Big		bar charts		
	Question).		show my r		
			(Big Quest	ion)	
			I can <b>obse</b>	erve	
			<b>changes</b> t		
			shadow lei		
			over time		
			record my		
			in a <b>line g</b> ı		
			(Big Quest	ion)	











