Component	Statement
Working Scientifically	I can ask simple questions.
Working Scientifically	I can observe closely, using simple equipment.
Working Scientifically	I can perform simple tests.
Working Scientifically	I can identify and classify.
Working Scientifically	I can use my observations and ideas to suggest answers and questions.
Plants	I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
Plants	I can identify and describe the basic structure of a variety of common flowering plants, including trees.
Animals, Including Humans	I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
Animals, Including Humans	I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Animals, Including Humans	I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
Animals, Including Humans	I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Everyday Materials	I can distinguish between an object and the material from which it is made.
Everyday Materials	I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
Everyday Materials	I can describe the simple physical properties of a variety of everyday materials.
Everyday Materials	I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
Seasonal Changes	I can observe changes across the four seasons.
Seasonal Changes	I can observe and describe weather associated with the seasons and how day length varies.

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Working Scientifically	I can observe closely, using simple equipment.
Working Scientifically	I can perform simple tests.
Working Scientifically	I can identify and classify.
Working Scientifically	I can use my observations and ideas to suggest answers and questions.
Working Scientifically	I can gather and record data to help answer questions.
Living Things and their Habitats	I can explore and compare the differences between things that are living or dead and things that have never been alive.
Living Things and their Habitats	I can identify that most living things live in habitats to which they are suited. I can describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
Living Things and their Habitats	I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
Living Things and their Habitats	I can describe how animals obtain their food from plants and other animals. I can use the idea of a simple food chain and identify and name different sources of food.
Plants	I can observe and describe how seeds and bulbs grow into mature plants.
Plants	I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Animals, Including Humans	I can notice that animals, including humans, have offspring which grow into adults.
Animals, Including Humans	I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
Animals, Including Humans	I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
Everyday Materials	I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
Everyday Materials	I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Component	Statement
Working Scientifically	I can ask relevant questions and set up simple practical enquiries, comparative and fair tests.
Working Scientifically	I can make accurate measurements using standard units. I can use a range of equipment, for example thermometers and data loggers.
Working Scientifically	I can gather, record, classify and present data in a variety of ways to help answer my questions.
Working Scientifically	I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Working Scientifically	I can report on my findings from enquiries using oral and written explanations, displays or presentations of results and conclusions.
Working Scientifically	I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
Working Scientifically	I can identify differences, similarities or changes related to simple scientific ideas and processes.
Working Scientifically	I can use straightforward scientific evidence to answer questions or to support my findings.
Plants	I can identify and describe the functions of different parts of flowering plants including, roots, stem/trunk, leaves and flowers.
Plants	I can 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.
Plants	I can investigate the way in which water is transported within plants.
Plants	I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Animals, Including Humans	I can identify that animals, including humans, need the right types and amount of nutrition. I can identify that they cannot make their own food and that they get nutrition from what they eat.
Animals, Including Humans	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Rocks	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
Rocks	I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Rocks	I can recognise that soils are made from rocks and organic matter.
Light	I can recognise that we need light in order to see things and that dark is the absence of light.
Light	I can notice that light is reflected from surfaces.
Light	I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes
Light	I can recognise that shadows are formed when the light from a light source is blocked by a solid object.
Light	I can find patterns in the way that the size of shadows change.
Forces and Magnets	I can compare how things move on different surfaces.
Forces and Magnets	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.
Forces and Magnets	I can observe how magnets attract or repel each other and attract some materials and not others.
Forces and Magnets	I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. I can identify some magnetic materials.
Forces and Magnets	I can describe magnets as having two poles.
Forces and Magnets	I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Component	Statement
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Working Scientifically	I can set up simple practical enquiries, comparative and fair tests.
Working Scientifically	I can make accurate measurements using standard units. I can use a range of equipment, for example thermometers and data loggers.
Working Scientifically	I can gather, record, classify and present data in a variety of ways to help answer my questions.
Working Scientifically	I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Working Scientifically	I can report on my findings from enquiries using oral and written explanations, displays or presentations of results and conclusions.
Working Scientifically	I can use results to draw simple conclusions and suggest improvements, new questions and predictions fo setting up further tests.
Working Scientifically	I can identify differences, similarities or changes related to simple scientific ideas and processes.
Working Scientifically	I can use straightforward scientific evidence to answer questions or to support my findings.
Living Things and their Habitats	I can recognise that living things can be grouped in a variety of ways.
Living Things and their Habitats	I can explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.
Living Things and their Habitats	I can recognise that environments can change and that this can sometimes pose dangers to living things.
Animals, Including Humans	I can describe the simple functions of the basic parts of the digestive system in humans.
Animals, Including Humans	I can identify the different types of teeth in humans and their simple functions.
Animals, Including Humans	I can construct and interpret a variety of food chains, identifying producers, predators and prey.
States of Matter	I can compare and group materials together, according to whether they are solids, liquids or gases.
States of Matter	I can observe that some materials change state when they are heated or cooled and measure or researcl the temperature at which this happens in degrees Celsius (degree C).
States of Matter	I can identify the part played by evaporation and condensation in the water cycle and associate the rate o evaporation with temperature.
Sounds	I can identify how sounds are made, associating some of them with something vibrating.
Sounds	I can recognise that vibrations from sounds travel through a medium to the ear.
Sounds	I can find patterns between the pitch of a sound and features of the object that produced it.
Sounds	I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
Sounds	I can recognise that sounds get fainter as the distance from the sound source increases.
Electricity	I can identify common appliances that run on electricity.
Electricity	I can construct a simple series electrical circuit, identifying and naming it`s basic parts, including cells, wires, bulbs, switches and buzzers.
Electricity	I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp i part of a complete loop with a battery.
Electricity	I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp ligh in a simple series circuit.
Electricity	I can recognise some common conductors and insulators, and associate metals with being good conductors.

Component	Statement
Working Scientifically	I can plan enquiries, including recognising and controlling variables where necessary.
Working Scientifically	I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.
Working Scientifically	I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
Working Scientifically	I can report on my findings from enquiries using oral and written explanations of results. These explanations involve causal relationships and conclusions.
Working Scientifically	I can present findings in written form, displays and other presentations.
Working Scientifically	I can use test results to make predictions to set up further comparative and fair tests.
Working Scientifically	I can use simple models to describe scientific ideas.
Working Scientifically	I can identify scientific evidence that has been used to support or refute ideas or arguments.
Living Things and their Habitats	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
Living Things and their Habitats	I can describe the life process of reproduction in some plants and animals.
Animals, Including Humans	I can describe the changes as humans develop to old age.
Properties and Changes of Materials	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.
Properties and Changes of Materials	I can know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
Properties and Changes of Materials	I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
Properties and Changes of Materials	I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
Properties and Changes of Materials	I can demonstrate that dissolving, mixing and changes of state are reversible changes.
Properties and Changes of Materials	I can explain that some changes result in the formation of new material. I can explain that this kind of change is not usually reversible, including changes associated with burning and the actior of acid on bicarbonate of soda.
Earth and Space	I can describe the movement of the Earth and other planets and how they are relative to the Sun in the solar system.
Earth and Space	I can describe the movement of the Moon and how it is relative to the Earth.
Earth and Space	I can describe the Sun, Earth and Moon as approximate spherical bodies.
Earth and Space	I can use the idea of the Earth`s rotation to explain day and night and the apparent movement of the sun across the sky.
Forces	I can explain that unsupported objects fall towards the Earth because of the force of gravity actin between the Earth and the falling object.
Forces	I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.
Forces	I can recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.

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Working Scientifically	I can report on my findings from enquiries using oral and written explanations of results. These explanations involve causal relationships and conclusions.
Working Scientifically	I can present findings in written form, displays and other presentations.
Working Scientifically	I can use test results to make predictions to set up further comparative and fair tests.
Working Scientifically	I can use simple models to describe scientific ideas.
Working Scientifically	I can identify scientific evidence that has been used to support or refute ideas or arguments.
Animals, Including Humans	I can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.
Animals, Including Humans	I can recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.
Animals, Including Humans	I can describe the ways in which nutrients and water are transported within animals, including humans.
Evolution and Inheritance	I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
Evolution and Inheritance	I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Evolution and Inheritance	I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Light	I can recognise that light appears to travel in straight lines.
Light	I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
Light	I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
Light	I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Electricity	I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
Electricity	I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
Electricity	I can use recognised symbols when representing a simple circuit in a diagram.