

Science Assessment Statements

Reception

I can make comments about what I have learned.	
I can ask questions to clarify my understanding.	
I can describe my body and how it changes when I grow.	
I can compare myself with others, noticing the similarities and differences.	
I can understand the effect of seasonal changes on the natural world around me.	
I can observe the changes in the state of our outdoor environment.	
I can explain how to keep safe and healthy, including oral hygiene.	
I can talk about forces e.g. magnets.	
I can describe and observe the life cycle of a frog and butterfly.	
I can carry out experiments e.g. floating/sinking and freezing/melting.	

Year 1

I can ask questions and communicate my ideas in a variety of ways.	
I can gather and record data using simple equipment.	
I can identify, name and group a variety of common animals (including carnivores, herbivores and omnivores) and describe their features,	
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.	
I can identify and name a variety of everyday materials and describe their physical properties.	
I can compare and group these materials according to their simple physical properties.	
I can identify and name a variety of common wild and garden plants (including flowering plants) and describe their basic structure.	
I can identify and name a variety of trees (including deciduous and evergreen trees) and describe their basic structure.	
I can identify why the weather changes throughout the four seasons.	

Year 2

I can ask questions and communicate my ideas in a variety of ways.	
I can gather and record data using simple equipment.	

I can notice that animals, including humans, have offspring which grow into adults and describe the basic needs of animals, including humans, for survival (water, food, air, exercise and hygiene).	
I can explore/compare differences between things that are living, dead, and things that have never been alive.	
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	
I can identify/name a variety of plants and animals in their habitats, including microhabitats and describe the idea of a simple food chain.	
I can identify /compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	
I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
I can observe/describe how seeds and bulbs grow into mature plants.	
I can find out/describe how plants need water, light and a suitable temperature to grow and stay healthy.	

Year 3

I can describe and evaluate scientific ideas and ask questions.	
I can develop a fair test, use a range of scientific equipment accurately, record data/results and draw conclusions.	
I can identify that animals, including humans, need the right types and amount of nutrition.	
I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.	
I can observe how magnets attract or repel each other and attract some materials and not others.	
I can recognise that humans need light in order to see things; that light is reflected from surfaces and that light from the sun can be dangerous.	
I can recognise that shadows are formed when light from a light source is blocked by an opaque object and find patterns in the way the size of shadows changes.	
I can identify and describe the functions of different parts of flowering plants and explore the requirements of plants for life and growth.	
I can explore the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	

I can compare different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed; recognise that soils are made from rocks and organic matter.	
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Year 4

I can describe and evaluate scientific ideas and ask questions.	
I can develop a fair test, use a range of scientific equipment accurately, record data/results and draw conclusions.	
I can use the observable features of plants, animals and microorganisms to group, classify and identify them into broad groups, using keys or in other ways.	
I can recognise that environments can change and this can sometimes pose a danger to living things.	
I can describe the simple functions of the basic parts of the digestive system in humans, including different types of teeth.	
I can construct and interpret a variety of food chains, identifying producers, predators and prey.	
I can compare and group materials together, according to whether they are solids, liquids or gases.	
I can 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). This includes the role played by evaporation and condensation in the water cycle, associating the rate of evaporation with temperature.	
I can identify how sounds are made and travel, associating some of them with something vibrating through a medium to the ear, and recognise that sounds get fainter as the distance from the source increases.	
I can find patterns between the pitch of a sound and features of the object that produced it, and find patterns between the volume of a sound and the strength of the vibrations that produced it..	
I can identify common appliances that run on electricity, and some common conductors and insulators of electricity.	
I can construct a simple series electrical circuit, recognising its basic parts, including cells, wires, bulbs, switches, lamps and buzzers, and identify whether components will work based on whether or not the circuit is complete.	

Year 5

I can describe and evaluate scientific ideas and ask questions.	
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I can develop a fair test, use a range of scientific equipment accurately, record data/results and draw conclusions.	
I can describe the changes as humans develop to old age.	
I can describe the Sun, Earth and Moon as approximately spherical bodies and understand the difference between how they rotate and orbit.	
I can describe the movement of the Earth, Sun and Moon (and other planets in the solar system) and relate this to the formation of day and night and the Sun's apparent movement across the sky.	
I can identify the effects of gravity, air resistance, water resistance and friction on moving surfaces and/or falling objects.	
I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	
I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	
I can describe the life process of reproduction in some plants and animals.	
I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and their response to magnets	
I can suggest uses for everyday materials based on evidence from comparative and fair tests.	
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	
I can demonstrate that dissolving, mixing and changes of state are reversible changes. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	
I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	

Year 6

I can describe and evaluate scientific ideas and ask questions.	
I can develop a fair test, use a range of scientific equipment accurately, record data/results and draw conclusions.	
I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	
I can describe the ways in which nutrients and water are transported within animals, including humans and I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	
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 and 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.	
I can use recognised symbols when representing a simple circuit in a diagram.	
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.	
I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	
I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
I can recognise that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye..	
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.	
I can describe and give reasons for how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	