



**Milestone 1 & 2a**

**Science – Lower School (Cycle C)**

	Basic:	Expected:	Deep:
<b>Working scientifically (Y1 &amp; Y2)</b>			
Ask simple questions.			
Observe closely, using simple equipment.			
Perform simple tests.			
Identify and classify.			
Use observations and ideas to suggest answers to questions.			
Gather and record data to help in answering questions.			
<b>Working scientifically (Y3)</b>			
Ask relevant questions.			
Set up simple, practical enquiries, comparative and fair tests.			
Make systematic and careful observations.			
Take accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.			
Gather data in a variety of ways to help answer questions.			
Record data in a variety of ways to help answer questions.			
Classify data in a variety of ways to help answer questions.			
Present data in a variety of ways to help answer questions.			
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.			
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.			
Use results to draw simple conclusions.			
Use results to make predictions for new values.			
Use results to suggest improvements.			
Use results to raise further questions.			
Identify differences, similarities or changes related to simple, scientific ideas and processes.			
Use straightforward, scientific evidence to answer questions or to support their findings.			
<b>Animals, including humans: Skeletons and Muscles</b>			
<b>Prior Learning/Experiences</b>			
Learnt about the human body: skeletons and muscles.			
Described my understanding of skeletons and muscles using relevant vocabulary.			
<b>Lower School</b>			
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.			
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.			
<b>Rocks &amp; Soils</b>			
<b>Prior Learning/Experiences</b>			
Played with and explored gem stones.			
Described my understanding of gem stones using relevant vocabulary.			



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	Basic:	Expected:	Deep:
<b>Lower School</b>			
Compare different kinds of rocks on the basis of their simple, physical properties.			
Group together different kinds of rocks on the basis of their simple, physical properties.			
Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).			
Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.			
Recognise that soils are made from rocks and organic matter.			
<b>Everyday Materials: Plastic &amp; Water</b>			
<b>Prior Learning/Experiences</b>			
Played with and explored different materials, for example: fabric, elastic, wood, rock, glass, metal, <b>including</b> plastic and water.			
Described my understanding of different materials using relevant vocabulary.			
<b>Lower School</b>			
Distinguish between an object and the material from which it is made.			
Identify a variety of everyday materials, for example: fabric, elastic, wood, rock, glass, metal, <b>including</b> plastic and water.			
Name a variety of everyday materials, for example: fabric, elastic, wood, rock, glass, metal, <b>including</b> plastic and water.			
Describe the simple physical properties of a variety of everyday materials, for example: fabric, elastic, wood, rock, glass, metal, <b>including</b> plastic and water.			
Compare a variety of everyday materials*, on the basis of their simple physical properties. *e.g. fabric, elastic, wood, rock, glass, metal, <b>including</b> plastic and water.			
Group together a variety of everyday materials*, on the basis of their simple physical properties. *e.g. fabric, elastic, wood, rock, glass, metal, <b>including</b> plastic and water.			
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			
Identify the suitability of a variety of everyday materials*, for particular uses. *e.g. fabric, elastic, wood, rock, glass, metal, <b>including</b> plastic and water.			
Compare the suitability of a variety of everyday materials*, for particular uses. *e.g. fabric, elastic, wood, rock, glass, metal but <b>including</b> plastic and water.			



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	Basic:	Expected:	Deep:
<b>Plants: Algae, Mosses &amp; Ferns</b>			
<b>Prior Learning/Experiences</b>			
Explored the natural world.			
<b>Lower School</b>			
Identify a variety of common wild and garden algae, mosses and ferns.			
Name a variety of common wild and garden algae, mosses and ferns.			
Identify the basic structure of a variety of algae, mosses and ferns.			
Describe the basic structure of a variety of algae, mosses and ferns.			
<b>Animals, including humans: Mammals and reptiles including Life Cycles</b>			
<b>Prior Learning/Experiences</b>			
Discovered animals in their own habitats.			
Explored the life cycles of animals.			
<b>Lower School</b>			
Identify a variety of common animals: mammals and reptiles.			
Name a variety of common animals: mammals and reptiles.			
Investigate and describe the basic needs of animals, for survival (water, food and air).			
Describe the ways in which nutrients and water are transported within animals.			
Identify carnivores, herbivores and omnivores: mammals and reptiles.			
Name carnivores, herbivores and omnivores: mammals and reptiles.			
Describe the structure of a variety of mammals and reptiles, including pets.			
Compare the structure of a variety of mammals and reptiles, including pets.			
Identify the life cycles of mammals and reptiles.			
Describe the differences between the life cycles of mammals and reptiles.			
Describe the life process of reproduction in some mammals and reptiles.			
Notice that animals have offspring which grow into adults.			
<b>Living things and their habitats: Woodlands</b>			
<b>Prior Learning/Experiences</b>			
Explored my locality.			
Described the physical and human features within my locality.			
Explored how to care for the environment.			



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<b>Lower School</b>			
Explore and compare the differences between things that are living, that are dead and that have never been alive.			
Identify that most living things live in habitats to which they are suited.			
Describe how different habitats provide for the basic needs of different kinds of animals and plants.			
Describe how animals and plants living in the same habitat depend on each other.			
Identify and name a variety of plants and animals in their habitats, including micro-habitats.			
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.			

**Additional notes.**

The following Science unit is covered in another area of the curriculum.

<b>Seasonal changes:</b>	<b>Covered in Geography – ongoing and in the classroom</b>
<b>Prior Learning/Experiences</b>	
Explored changes in the natural world, including the seasons.	
<b>Lower school</b>	
Observe changes across the four seasons.	
Observe and describe weather associated with the seasons and how day length varies.	