



	By the end of Year 2 children should be able to...	By the end of Year 3 children should be able to...	Children working at a mastery level in year 3 should...
Thinking Scientifically	<ul style="list-style-type: none"> • Observe closely • Identify and classify • Gather and record data • Identify and classify • Observe closely, using simple equipment • Perform simple tests • Use their observations and ideas to suggest answers to questions • Asking and answering simple questions • Gather and record data to help in answering questions • Ask simple questions, recognising that they can be answered in different ways 	<ul style="list-style-type: none"> • Record findings using simple scientific language, drawings and labelled diagrams • Report on findings from enquiries • Record findings using drama • Identify differences and similarities related to simple scientific ideas • Gather and record data in a variety of ways to help in answering questions • Report on findings using models • Set up simple practical enquiries, comparative and fair tests • Make accurate measurements using standard units • Record findings using simple scientific language and tables • Report on findings from enquiries • Use results to draw simple conclusions • Ask relevant questions and use enquiries to answer them • Use scientific evidence to answer questions or to support their findings • Take accurate measurements using standard units 	

		<ul style="list-style-type: none"> • Make systematic and careful observations • Identify differences and similarities related to simple scientific processes 	
Biology- Animals Including Humans	Animals Including Humans <ul style="list-style-type: none"> • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • Observe and describe how seeds and bulbs grow into mature plants 	<ul style="list-style-type: none"> • 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 	
Biology- Plants	Plants <ul style="list-style-type: none"> • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • Observe and describe how seeds and bulbs grow into mature plants 	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physics- Light</p>	<p>Seasons</p> <ul style="list-style-type: none"> • Observe changes across the four seasons <p>Observe and describe weather associated with the seasons and how day length varies</p>	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that the light from the Sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chemistry- Rocks</p>	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter 	

Physics- Forces and Magnets		<ul style="list-style-type: none">• Notice that some forces need contact between two objects, but magnetic forces can act at a distance• Compare how things move on different surfaces• Observe how magnets attract or repel each other and attract some materials and not others• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials• Describe magnets as having two poles• Predict whether two magnets will attract or repel each other, depending on which poles are facing• Notice that some forces need contact between two objects, but magnetic forces can act at a distance	
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Key performance indicators are in BOLD.