

Plants

- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- I can investigate the way in which water is transported within 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, and that they cannot make their own food; they get nutrition from what they eat
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can describe the simple functions of the basic parts of the digestive system in humans
- I can identify the different types of teeth in humans and their simple functions
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.



Rocks

- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock
- I can recognise that soils are made from rocks and organic matter.



Light

- I can recognise that they need light in order to see things and that dark is the absence of light
- I can notice that light is reflected from surfaces
- I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- I can recognise that shadows are formed when the light from a light source is blocked by a solid object
- I can find patterns in the way that the size of shadows change.



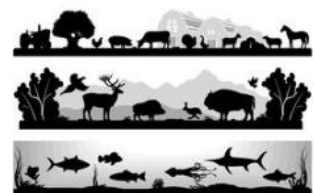
Forces and magnets

- I can compare how things move on different surfaces
- I can notice that some forces need contact between two 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 describe magnets as having two poles
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
- I can 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



Living things and their habitats

- I can recognise that living things can be grouped in a variety of ways
- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- I can recognise that environments can change and that this can sometimes pose dangers to living things.



States of matter

- 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 ($^{\circ}\text{C}$)
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



Sound

- I can identify how sounds are made, associating some of them with something vibrating
- I can recognise that vibrations from sounds travel through a medium to the ear
- I can find patterns between the pitch of a sound and features of the object that produced it
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it
- 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
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- I can recognise some common conductors and insulators, and associate metals with being good conductors.

