

### End of Key Stage 2 (Page 1 of 2)

Date

Yr		Date		
		Emerging	Expected	Beyond
3	<b>Animals, including humans</b> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get their nutrition from what they eat			
3	<b>Animals, including humans</b> - identify that humans and some other animals have skeletons and muscles for support, protection and movement			
3	<b>Plants</b> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers			
3	<b>Plants</b> - explore the requirements of plants for life and growth and how they vary from plant to plant			
3	<b>Plants</b> - investigate the way in which water is transported within plants			
3	<b>Plants</b> - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			
3	<b>Rocks</b> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties			
3	<b>Rocks</b> - describe in simple terms how fossils are formed when things that have lived are trapped within rock			
3	<b>Rocks</b> - recognise that soils are made from rocks and organic matter			
3	<b>Light</b> - recognise that they need light in order to see things and that dark is the absence of light			
3	<b>Light</b> - notice that light is reflected from surfaces			
3	<b>Light</b> - recognise that light from the Sun can be dangerous and that there are ways to protect their eyes			
3	<b>Light</b> - recognise that shadows are formed when the light from a light source is blocked by a solid object			
3	<b>Light</b> - find patterns in the way that the size of shadows change			
3	<b>Forces</b> - compare how things move on different surfaces			
3	<b>Forces</b> - notice that some forces need contact between two objects, but magnetic forces can act at a distance			
3	<b>Forces</b> - observe how magnets attract or repel each other and attract some materials and not others			
3	<b>Forces</b> - 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			
3	<b>Forces</b> - describe magnets as having two poles			
3	<b>Forces</b> - predict whether two magnets will attract or repel each other, depending on which poles are facing			
4	<b>Living things and their habitats</b> - recognise that living things can be grouped in a variety of ways			
4	<b>Living things and their habitats</b> - use classification keys to help group, identify and name a variety of living things in local & wider environment			
4	<b>Living things and their habitats</b> - recognise that environments can change and that this can sometimes pose dangers to living things			
4	<b>Animals, including humans</b> - describe the simple functions of the basic parts of the digestive system in humans			
4	<b>Animals, including humans</b> - identify the different types of teeth in humans and their simple functions			
4	<b>Animals, including humans</b> - construct and interpret a variety of food chains, identifying producers, predators and prey			
4	<b>States of matter</b> - compare and group materials together, according to whether they are solids, liquids or gases			
4	<b>States of matter</b> - 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			
4	<b>States of matter</b> - identify part played by evaporation and condensation in water cycle and associate the rate of evaporation with temperature			
4	<b>Sound</b> - identify how sounds are made, associating some of them with something vibrating			
4	<b>Sound</b> - recognise that vibrations from sounds travel through a medium to the ear			
4	<b>Sound</b> - find patterns between the pitch of a sound and features of the object that produced it			
4	<b>Sound</b> - find patterns between the volume of a sound and the strength of the vibrations that produced it			
4	<b>Sound</b> - recognise that sounds get fainter as the distance from the sound source increases			
4	<b>Electricity</b> - identify common appliances that run on electricity			
4	<b>Electricity</b> - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers			
4	<b>Electricity</b> - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a loop with a battery			
4	<b>Electricity</b> - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit			
4	<b>Electricity</b> - recognise some common conductors and insulators, and associate metals with being good conductors			

**N.B Although the National Curriculum *suggests* the school year in which the statements will be taught, Year 3 statements can be taught in Year 6 and vice versa, so long as everything above and on Ks2 Page 2, has been taught by the end of Key Stage 2.**