Year 1 –Year 6 End Points

1	All about Me	Seasons and Weather	Materials	Pets	Plants and Trees	Animals and Sea life
Y1 End Points	To identify and name basic parts of the human body. To name the senses associated with the relevant body part.	To describe different types of weather. To describe the weather in different seasons. To understand the difference between day and night.	To identify and name a variety of different materials eg. Wood, metal, glass etc. To describe simple properties of everyday materials.	To identify and name a variety of common animals including fish- (goldfish, salmon) amphibians (frog) reptiles (snake), mammals (dog, cat, hamster, horse, cow) and birds (robin, magpie) To describe the structure of birds e.g. wings, beak. Fish- scales, gills Dogs- paws, tail Cats- whiskers, fur Horse- hooves, mane	To name and identify common plants e.g. buttercups, daisies, pine trees, oak tree. To describe the structure of a plant e.g. Petals, stem, root, leaves. To describe the structure of a tree: trunk, branches, leaves	To identify a variety of animals that are carnivores (meat eaters):lions, tigers, shark, whale. Herbivores (plant eaters)- sheep, cows, rabbits. Omnivores (eat meat and plants)-bears, birds, dogs.
2	**Everyday Materials**	**Investigating Materials**	**Growing Up**	**Taking Care of Ourselves**	**Growing Plants**	**Living Things and Habitats *(food chains)***
Y2 End Points	To identify and compare the suitability of a variety of everyday materials. E.g. Why do we use glass for windows?	To describe how some materials can be changed by squashing, bending, twisting, and stretching. To understand the properties of materials.	To name some animals and their babies: cats-kittens, dogs-puppies, pigs-piglets, horse-foal, Sheep-lamb, cow-calf.	To describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans	To describe how seeds and bulbs grow into mature plants. To describe how plants need water, light and a suitable temperature	To compare the differences between things that are living, dead, and things that have never been alive. Name a variety of plants –sunflowers and ,

	Why do we use fabric for clothes rather than metal? Why do we use paper for books?	Eg. Hard, soft, flexible, rigid, transparent etc	To describe some differences between a baby and a child.	of exercise, eating the right amounts of different types of food, and hygiene.	to grow and stay healthy.	daffodils, palm tree, cactus plant and animals fox, squirrel, whale, seal in their habitats, including micro-habitats.- woodlice, wasps/bees. To 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.
3	**Rock Detectives**	**Nutrition *(how we survive)***	**Muscles and Bones**	**Forces and Magnets**	**Light and Dark**	**Plants**
Y3 End Points	To identify and group into the three main rock types based on their appearance and properties. To explain how rocks, change over time. To describe how fossils are formed. To recognise that soils are made from rocks and organic matter.	To identify the different food groups. And that we need the right amount of nutrition. To identify that animals, need the right amount of nutrients and cannot make their own food.	To identify that humans, have muscles for support, protection and movement. To identify that animals, have muscles for support, protection and movement.	To identify different types of forces and to know that some forces need contact between two objects, but magnetic forces can act at a distance. To name and describe different types of magnets as having two poles. To predict whether two magnets will attract or repel each other.	To recognise that we need light in order to see things and that dark is the absence of light. To recognise that light from the sun can be dangerous and that there are ways to protect our eyes. To recognise that shadows are formed when light from a light source is blocked by an opaque object.	To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To describe what plants need to survive: water, nutrients from soil, sunlight, air and room to grow. To explain in simple terms that flowers play an important part in the life cycle of plants e.g.

				To group everyday materials into magnetic/not magnetic.		:pollination, seed formation and seed dispersal
4	**Electricity**	**Changing States**	**The Digestive System**	**Sound**	**Living Things *(food chains)***	**Habitats**
Y4 End Points	To identify common appliances that run on electricity. To dentify and name the basic parts of an electrical circuit, including cells, wires, bulbs, switches and buzzers. To 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. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	To compare and group materials together, according to whether they are solids, liquids or gases. To describe some materials that change state when they are heated To describe some materials that change state when they are cooled. To describe how evaporation and condensation are part of the water cycle.	To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions.	To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To recognise that sounds get fainter as the distance from the sound source increases.	To group animals according to whether they are mammals, fish, reptiles, birds or amphibians. To identify and name a variety of living things in their local and wider environment. To draw/interpret a variety of food chains, identifying producers, predators and prey.	To understand the term habitat and to know why creatures choose their specific habitat. (different water habitats/different land habitats) To explain how environments can change e.g. natural disasters/deforestation and how this poses a threat to living things.

	To recognise some common conductors and insulators, and associate metals with being good conductors.					
5	**The Circle of Life *(life cycles and plants)***	**Plants and Animals *(reproduction including plants)***	**Changes in Materials**	**Properties of Materials**	**Feel the Force**	**The Earth and Beyond**
Y5 End Points	Describe the differences in the life cycles of a mammal and a frog. Describe the difference between the life cycle of a butterfly and a bird. Describe the changes as humans develop to old age.	Describe the life process of reproduction in some plants and animals e.g. flowering plants and an animal.	To know that some materials will dissolve in liquid to form a solution. To describe how to recover salt from a solution. Give an example of how mixtures eg. Paper clips and flour, sand and water etc. might be separated, including through filtering, sieving and evaporating. To understand that when something is burnt, a new product e.g. ash is formed and this is irreversible. To name some materials that can reverse their	To be able to compare and group together everyday materials on the basis of their properties **(**wood,metal, glass, leather etc.) To be able to compare and group together everyday materials on the basis of their properties, (including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.) To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	To be able to explain that unsupported objects fall towards the Earth because of the force of gravity. To identify the effects of air resistance e.g. parachutes; water resistance – swimming and friction e.g. tyres on a road that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect e.g. they make it easier to move objects without	To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. E.g. How long does it take for the Earth to orbit the sun? (365/ 365 and ¼ days) To describe the movement of the Moon relative to the Earth. E.g. How long does it take for the moon to orbit the Earth? (27 days or 27.3 days) To describe the Sun, Earth and Moon as approximately spherical bodies. E.g. the Earth is a sphere. To use the idea of the Earth's rotation to

			change of state e.g. water can become a solid (ice)when frozen but it becomes a liquid/ water when melted etc.	E.g. Why is glass the best material for windows? Why is metal the best material for a saucepan? (It is a good conductor of heat.) Why is wood the best material for a spoon for mixing food when cooking? (It is a good insulator-the spoon will not get hot.)	needing a huge amount of force.	explain why/how day and night occurs.
6	**Electricity**	**Living Things and Their Habitats**	**Evolution**	**Light**	**Light**	**Animals including Humans**
Y6 End Points	To understand how voltage affects a circuit. E.g. The lower the voltage, the dimmer the light from the bulb. To understand that when more bulbs are added to the same voltage they become dimmer. To recognise scientific circuit symbols.	To classify animals into broad groups – vertebrates and invertebrates eg. mammals, amphibians, fish, birds, insects, micro-organisms etc. To classify animals according to similarities and differences.	To understand that living things have changed over time. To understand that fossils give us information about living things that inhabited the Earth millions of years ago. To give examples of how an animal or plant has evolved over time eg peppered moths. To identify how animals and plants are adapted to suit their	To understand that light travels in straight lines. To understand that objects are seen because they give out or reflect light into the eye. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	To identify and name the main parts of the human circulatory system. To describe the functions of the heart, blood vessels and blood. To explain how water and nutrients are transported within the body.

			environment in different ways e.g. camels have humps, polar bears- thick fur, cactus plants etc. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Eg. Children will have some characteristics from their mother and some from their father.			