

SCIENCE CURRICULUM LADDER

Colour key:

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|---|
| Working Scientifically |
| Animals, Including Humans |
| Plants |
| Materials |
| Weather/Seasons/Earth and Space |
| Living Things And Their Habitats |
| Rocks |
| Light |
| Magnets and Forces |
| Sound |
| Electricity |

Oaktree School Curriculum Ladder

SCIENCE Step 2 (7-12)

Pupil: _____

| Learning target: | Date |
|---|------|
| I can select an object from a choice of 2. | |
| I can give answers about what I am doing using word/signs/gestures. | |
| I can show one special thing about an object or animal with words/signs/gestures. | |
| I can recognise an object in a video or a photo. | |
| I can choose an object for the right job, eg fork for eating, cup for water. | |
| I can point to my eyes, nose and mouth. | |
| I can point to a picture of a dog, cat or bird. | |
| I can copy actions like clapping hands or jumping. | |
| I can copy different sounds. | |
| I can recognise 1 everyday sound. | |
| I can mix different materials to make them change. | |
| I can squeeze water from a sponge. | |
| I can match an object to a colour. | |
| I can test paper by tearing and wetting it. | |
| I can stretch and squash play dough to change its shape. | |
| I can point to 1 thing that plugs in. | |

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| 7 up to 3 ✓ | 8 up to 6 ✓ | 9 up to 9 ✓ | 10 up to 12 ✓ | 11 up to 16 ✓ | 12 up to 20 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 2 (7-12)

Pupil: _____

| Learning target: | Date |
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| I can push and pull things to make them move. | |
| I can say if something is moving fast or slow. | |
| I can point to something that lights up. | |
| I can point in the direction of a sound. | |

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| 7 up to 3 ✓ | 8 up to 6 ✓ | 9 up to 9 ✓ | 10 up to 12 ✓ | 11 up to 16 ✓ | 12 up to 20 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 3 (13-18)

Pupil: _____

| Learning target: | Date |
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| I know that hot things will burn me. | |
| I can identify someone I know from a photo. | |
| I can pick out a familiar named object from a range of objects. | |
| I can put objects into 2 groups based on colour. | |
| I can say if something is hot or cold. | |
| I can recognise someone in a video. | |
| I can use simple equipment with support. | |
| I can point to my head, hands and feet. | |
| I know that I see things with my eyes. | |
| I know that birds fly and fish swim. | |
| I can tell the difference between the sound made by two different animals. | |
| I can point to healthy food. | |
| I can point to a flower. | |
| I can point to a tree. | |
| I can say if a material has changed after mixing. | |
| I can say if a material has changed after heating. | |

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| 13 up to 4 ✓ | 14 up to 8 ✓ | 15 up to 12 ✓ | 16 up to 16 ✓ | 17 up to 20 ✓ | 18 up to 25 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 3 (13-18)

Pupil: _____

| Learning target: | Date |
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| I can say if a material is wet or dry. | |
| I have watched ice melting. | |
| I have watched water boiling | |
| I can say if something bubbles | |
| I can use a switch to turn something on. | |
| I know that magnets push and pull. | |
| I can match sounds to things that make them. | |
| I can name 1 thing that we plug in. | |
| I know my hands get hot when I rub them. | |

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Oaktree School Curriculum Ladder

SCIENCE Step 4 (19-24)

Pupil: _____

| Learning target: | Date |
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| I can wash my hands if I am given support. | |
| I can use my eyes and ears to explore other objects and animals. | |
| I can wait for my turn to use equipment when I am told. | |
| I can sort 3 objects according to size. | |
| I can handle equipment carefully when I am told. | |
| I know that humans and animals have eyes, a nose and a mouth. | |
| I know that I have 2 arms and 2 legs. | |
| I know that humans have different hair and skin colour. | |
| I know that humans, plants and animals are different sizes. | |
| I can name one animal that lives in: | |
| a) a tree b) a pond c) the ground | |
| I can name/identify a pet animal. | |
| I can name/identify a farm animal. | |
| I know that living things grow. | |
| I know what a flower looks like. | |
| I know that birds have feathers. | |

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| 19 up to 4 ✓ | 20 up to 8 ✓ | 21 up to 12 ✓ | 22 up to 16 ✓ | 23 up to 20 ✓ | 24 up to 25 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 4 (19-24)

Pupil: _____

| Learning target: | Date |
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| I can say if something melts. | |
| I can separate sand and pebbles with a sieve. | |
| I know that mixing water with sand changes the way it feels. | |
| I have watched wax change as it cools. | |
| I can sort objects with 1 obvious difference. | |
| I can identify 2 sounds correctly | |
| I know the sun gives us light. | |
| I know electricity can be dangerous. | |
| I can name / sign 3 colours in a rainbow. | |
| I know that pushing a toy car hard makes it go faster. | |

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Oaktree School Curriculum Ladder

SCIENCE Step 5 (25-30)

Pupil: _____

| Learning target: | Date |
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| I can use equipment if I am shown what to do first. | |
| I can record my results as ticks and crosses with help. | |
| I understand the terms before and after in my investigations. | |
| I can put 3 pictures of humans in order of their life stages. | |
| I can identify 2 fruits and 2 vegetables. | |
| I can point to the flower and leaf of a plant. | |
| I can match 4 living things to their young. | |
| I know what to use to wash my hands. | |
| I understand what these words mean: | |
| a) eat b) move c) grow | |
| I can match 1 animal to where it lives. | |
| I can match 1 animal to the food it eats. | |
| I can say which of 2 things is moving fastest. | |
| I can say how a material has changed after heating. | |
| I can use a sieve to separate a mixture of 3 things. | |
| I can pick out a shiny object from a range of objects. | |

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Oaktree School Curriculum Ladder

SCIENCE Step 5 (25-30)

Pupil: _____

| Learning target: | Date |
|--|------|
| I can say if an object is bendy. | |
| I can push or pull a toy to make it move faster or slower. | |
| When I see 2 lights I can say which is brightest. | |
| When I hear 2 sounds I can say which is loudest. | |
| I can test the strength of a magnet. | |

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| 25 up to 3 ✓ | 26 up to 6 ✓ | 27 up to 9 ✓ | 28 up to 12 ✓ | 29 up to 16 ✓ | 30 up to 20 ✓ |
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Jottings

Large empty box for jottings.

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Oaktree School Curriculum Ladder

SCIENCE Step 6 (31-36)

Pupil: _____

| Learning target: | Date |
|--|------|
| I can sign/ tell you about changes I see. | |
| I can record results in yes/no tables. | |
| I start to make predictions. | |
| I can group things based on given features with support. | |
| I can put 5 pictures of humans in order of their age. | |
| I need to wash my hands before food, after toilet and handling pets. | |
| I have seen a video of an animal cycle. | |
| I can name 2 common garden animals. | |
| I have picked fruit or vegetables from the garden. | |
| I say how things change when they melt. | |
| I can say if something bubbles. | |
| I can say if something is running or solid. | |
| I can pick out things made of: a) wood b) glass c) plastic | |
| I can say if something is see-through. | |
| I know if something is hard or soft. | |
| I know that I must have dry hands when I touch an electrical switch. | |

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| 31 up to 3✓ | 32 up to 6✓ | 33 up to 9✓ | 34 up to 12✓ | 35 up to 16✓ | 36 up to 20✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 6 (31-36)

Pupil: _____

| Learning target: | Date |
|---|------|
| I can sort objects with a magnet. | |
| I can control the volume of a TV. | |
| I can turn on a kettle to boil water. | |
| I can order 3 things in terms of their speed. | |

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| 31 up to 3✓ | 32 up to 6✓ | 33 up to 9✓ | 34 up to 12✓ | 35 up to 16✓ | 36 up to 20✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 7 (37-45)

Pupil: _____

| Learning target: | Date |
|--|------|
| I can tell you/sign about the objects I see. | |
| I can record my results in tables with support. | |
| I can follow simple instructions to use equipment. | |
| I can take turns when working with others. | |
| I can use equipment safely. | |
| I can communicate obvious difference between things: | |
| a) humans b) living things | |
| I can say which part of the body is associated with each sense. | |
| I can name the main parts of the body, eg arms, legs, head. | |
| I can name less common parts of the body, eg elbow, shoulder, ankle. | |
| I can recognise and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | |
| I can recognise and name a variety of common animals that are meat or plant eaters or have a mixed diet. | |
| I can name the main parts of a plant - leaf, flower, stem, root | |
| I can recognise and name a variety of common plants including those which lose their leaves each year and those that are always green. | |
| I can sort objects based on shape, colour and size. | |
| I can sort materials based on how they feel (texture). | |
| I can identify objects made from wood, plastic, glass, metal, water and rock. | |
| I can talk about changes across the 4 seasons. | |
| I can talk about the weather associated with the seasons. | |

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| 37 up to 2 ✓ | 38 up to 4 ✓ | 39 up to 6 ✓ | 40 up to 8 ✓ | 41 up to 10 ✓ | 42 up to 12 ✓ | 43 up to 14 ✓ | 44 up to 16 ✓ | 45 up to 18 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 8 (46-54)

Pupil: _____

| Learning target: | Date |
|---|------|
| I can respond to suggestions for carrying out experiments. | |
| I can use pictures and simple texts or find information. | |
| I can use simple equipment without support. | |
| I can make simple measurements. | |
| I can make predictions and check them against my results. | |
| I can record results in simple tables. | |
| I can say what I have found out. | |
| I know that animals need food, air, water and a place to live. | |
| I can group living things according to observable similarities and differences. | |
| I know that animals including humans, have offspring which grow into adults. | |
| I know the importance of eating the right amounts of different types of foods. | |
| I know how to, and the importance of, exercise. | |
| I know that keeping clean - teeth, skin, food- helps to prevent infection. | |
| I can sequence an animal and a plant Life Cycle. | |
| I can talk about differences between things that are living, dead, and things that have never been alive. | |
| I know that plants and animals live in places to which they are suited. | |

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| 46 up to 2 ✓ | 47 up to 4 ✓ | 48 up to 6 ✓ | 49 up to 8 ✓ | 50 up to 10 ✓ | 51 up to 12 ✓ | 52 up to 14 ✓ | 53 up to 16 ✓ | 54 up to 18 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 8 (46-54)

Pupil: _____

| Learning target: | Date |
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| I can identify and name a variety of animals in their habitats. | |
| I can identify and name different sources of food. | |
| I can talk about a simple food chain. | |
| I know that plants need light, air and water. | |
| I know how seeds and bulbs grow into plants. | |
| I can identify and name a variety of plants in their habitats. | |
| I can talk about the suitability of everyday materials such as wood, metal, plastic, glass brick, rock, paper and cardboard for different uses. | |
| I know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting or stretching. | |
| I can say if something is solid or liquid. | |
| I can compare how things move on different surfaces. | |
| I can say if materials float or sink. | |

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| 46 up to 2 ✓ | 47 up to 4 ✓ | 48 up to 6 ✓ | 49 up to 8 ✓ | 50 up to 10 ✓ | 51 up to 12 ✓ | 52 up to 14 ✓ | 53 up to 16 ✓ | 54 up to 18 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 9 (55-63)

Pupil: _____

| Learning target: | Date |
|---|------|
| I can put forward my own ideas to answer questions. | |
| I can look for information in books and on the internet to help me answer questions. | |
| I know if something is a fair test but need help to plan one. | |
| I can use a range of simple equipment. | |
| I can record my observations in tables, drawings and simple charts. | |
| I can say what I have found out and suggest improvements. | |
| I can observe simple patterns in my results. | |
| I know that animals, including humans, need the right types and amount of food. | |
| I know that humans and some other animals have skeletons and muscles for support, protection and movement. | |
| I can talk about different kinds of teeth and their functions. | |
| I can talk about the simple functions of the basic parts of the digestive system in humans. | |
| I can group animals based on key features. | |
| I can use a key to identify objects and living things. | |
| I can explain the relationships of the living things in a food chain or food web, identifying producers, predators and prey. | |
| I can talk about the functions of different parts of flowering plants : roots, stem/trunk, leaves and flowers | |
| I can say what plants need to live and grow - (air, light, water, nutrients from soil and room to grow) | |
| I can say how water travels up a plant | |
| I can say how a flower is an important part of the life cycle of a plant; I can talk about pollination, seed formation and seed dispersal | |

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| 55 up to 4 ✓ | 56 up to 8 ✓ | 57 up to 12 ✓ | 58 up to 16 ✓ | 59 up to 20 ✓ | 60 up to 24 ✓ | 61 up to 28 ✓ | 62 up to 32 ✓ | 63 up to 36 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 9 (55-63)

Pupil: _____

| Learning target: | Date |
|--|------|
| I can group different kinds of rocks. | |
| I know that fossils are formed when things that have lived are trapped within rock. | |
| I know that soils are made from rocks and organic matter. | |
| I know that light is needed to see and that dark is the absence of light. | |
| I know that light from the sun can be dangerous and how to protect my eyes. | |
| I know that there needs to be light to make a shadow and that the size of shadows change. | |
| I can feel magnets attracting or repelling each other. | |
| I know that some materials are attracted to magnets and some are not. | |
| I know that a magnet has 2 poles and that magnetic forces can act at a distance. | |
| I can group materials together according to whether they are solids, liquids or gases. | |
| I can see that some materials change when they are heated or cooled. | |
| I know we hear when sound waves travel from the source into our ears. | |
| I can say how different sounds are made | |
| I know that sounds get fainter as the distance from the sound source increases. | |
| I can name common appliances that run on electricity. | |
| I can make a simple series electrical circuit and name the basic parts - cells, wires, bulbs, switches, buzzers. | |
| I can say why a bulb in a circuit might not light. | |
| I can recognise some conductors and insulators. | |

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| 55 up to 4 ✓ | 56 up to 8 ✓ | 57 up to 12 ✓ | 58 up to 16 ✓ | 59 up to 20 ✓ | 60 up to 24 ✓ | 61 up to 28 ✓ | 62 up to 32 ✓ | 63 up to 36 ✓ |
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Oaktree School Curriculum Ladder

SCIENCE Step 10 (64-72)

Pupil: _____

| Learning target: | Date |
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| I start to plan investigations. | |
| I base my predictions on prior knowledge. | |
| I can select appropriate equipment for my investigations. | |
| I understand the importance of fair testing. | |
| I make appropriate measurements and observations. | |
| I can record my results in tables and bar charts | |
| I can use scientific terms and words to communicate my conclusions. | |
| I begin to see patterns in my results. | |
| I can suggest ways of improving my work. | |
| I can describe the changes as humans develop to old age. | |
| I know the names and positions of the major body organs. | |
| I can identify and name the main parts of the human circulatory system and the functions of the heart, blood vessels and blood. | |
| I can put living things in groups based on external features. | |
| I can recognise the impact of diet, exercise, drugs and life-style on the way my body functions. | |
| I can compare and group together everyday materials on the basis of their properties. | |
| I can say if a substance dissolves. | |
| I can give reasons for the use of everyday materials for particular uses. | |

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Oaktree School Curriculum Ladder

SCIENCE Step 10 (64-72)

Pupil: _____

| Learning target: | Date |
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| I can use appropriate techniques to separate mixtures. | |
| I can use scientific terms to describe changes I observe. | |
| I can say whether changes are reversible or not. | |
| I can use recognised symbols when representing an electrical circuit in a diagram. | |
| I can talk about how the brightness of a bulb or volume of a buzzer in an electrical circuit is dependent on the number and voltage of cells in a circuit. | |
| I can recognise that light appears to travel in straight lines. | |
| I know that the sun, moon and earth are round. | |
| I know why the position of the sun changes during the day. | |
| I know how light travels and shadows are formed. | |
| I know what causes day and night. | |
| I understand why the position and size of shadows changes during the day. | |
| I know that the moon orbits the earth. | |
| I know that the earth orbits the sun. | |
| I can talk about the movement of planets in the solar system. | |
| I can describe two ways that friction affects our everyday lives. | |
| I can explain that unsupported objects fall to Earth because of the force of gravity. | |
| I can see how levers, pulleys and gears work. | |
| I know that living things produce offspring of the same kind but they are not identical to their parents. | |
| I recognise that living things have changed and that fossils tell us about living things that inhabited Earth millions of years ago. | |

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Oaktree School Curriculum Ladder

SCIENCE Step 11 (73-81)

Pupil: _____

| Learning target: | Date |
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| I can give an example of how scientists in the past have contributed to our current scientific knowledge. | |
| I understand the importance of experimental method in gathering evidence. | |
| I base my predictions on scientific knowledge. | |
| I plan my investigation so it is a fair test. | |
| I select equipment to make appropriate measurements and observations. | |
| I record my results systematically and present my results as graphs where appropriate. | |
| I use appropriate scientific language to communicate my findings. | |
| I can explain the life processes of plants and animals. | |
| I can name the main body organ systems and explain how they work. | |
| I can name the main plant organs and their functions. | |
| I know the parts of a flower and can describe how plants reproduce. | |
| I can classify plants and animals based on external features. | |
| I can match a variety of plants and animals to their appropriate habitats and say how they are adapted to suit them. | |

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| End Summer Term | |

Oaktree School Curriculum Ladder

SCIENCE Step 11 (73-81)

Pupil: _____

| Learning target: | Date |
|--|------|
| I understand the feeding relationships between plants and animals. | |
| I can list some of the properties of metals and say how these affect the way they function. | |
| I can compare the physical properties of metals and non metals. | |
| I know the differences between solids, liquids and gases and can explain these in terms of particle arrangement. | |
| I can explain the terms evaporation and condensation and explain their relevance in the changes of state. | |
| I know how to separate an insoluble substance when mixed with water. | |
| I know how to separate a soluble substance from water. | |
| I can set up and compare a series and a parallel circuit. | |
| I can describe the effect of changing different components of a circuit. | |
| I can explain the relationship between the sun, moon and earth. | |
| I can explain the effects of the movement of the earth eg length of day or year. | |
| I can explain how light travels and is reflected. | |
| I know that that sound needs a medium in which to travel. | |
| I know about the sun and planets of our solar system. | |

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| 73 up to 3 ✓ | 74 up to 6 ✓ | 75 up to 9 ✓ | 76 up to 12 ✓ | 77 up to 15 ✓ | 78 up to 18 ✓ | 79 up to 21 ✓ | 80 up to 24 ✓ | 81 up to 27 ✓ |
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Jottings

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| End Autumn Term | |
| End Spring Term | |
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