

Physics from EYFS to Year 6

		Understanding the world: The Natural World			Understanding the world: The Natural World		
EYFS		Exploring rolling with tubes and cars. Experiment with light and colour using the light box. Investigating the various sounds made by musical instruments			Exploring and investigating the pouring of water. Investigating floating and sinking. Investigating the absorbency of materials.		
	Forces and Magnets	Seasonal Change	Earth and Space	Electricity	Sound	Light	
Year 1		<ul style="list-style-type: none"> I can observe and describe changes across the four seasons. I can observe how day length varies. I can describe weather associated with the seasons. 					
Year 2							
Year 3	<ul style="list-style-type: none"> I can compare how different things move. I can compare how objects move on different surfaces 					<ul style="list-style-type: none"> I can recognise that there needs to be light in order to see things and that darkness is the absence of light I can notice that light is reflected from 	

- I can explore how magnetic forces act at a distance.
- I can compare and group various everyday materials based on whether they are attracted to a magnet.
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
- I can record my findings using simple scientific vocabulary.

- surfaces.
- I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun.
- I can recognise that shadows are formed when light from a light source is blocked by an opaque object.
- I know that shadows take on the shape of the opaque object.
- I can predict where a shadow will form in relation to an opaque object and a light source.
- I can find

						patterns in the way that the length of shadows change.
Year 4				<ul style="list-style-type: none"> • I can identify common appliances that use electricity. • I can construct a simple circuit and name the parts of the circuit. • I can identify if a bulb will light in the circuit. • I can recognise common conductors and insulators. • I can investigate switches. 	<ul style="list-style-type: none"> • 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.	
Year 5	<ul style="list-style-type: none"> • I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects. • I can identify the effect of friction between moving surfaces. • I can identify the effect of air resistance. • I can identify the effect of water resistance. • I can recognise that some mechanisms including lever, pulleys and gears allow 		<ul style="list-style-type: none"> • I can describe the planets in the solar system. • I can describe the Sun, Earth and Moon as approximately spherical bodies. • I can describe the movement of the Earth, and other planets relative to the sun in the solar system. • I can describe the movements of the Moon relative to the Earth. • I can use the idea of the Earth's rotation to explain day and night and the apparent 			

	a smaller force to have a greater effect.		<p>movement of the sun across the sky.</p> <ul style="list-style-type: none"> I can describe the movement of the Moon relative to the Earth. 			
Year 6				<ul style="list-style-type: none"> I can use symbols when drawing a simple circuit diagram . I can associate the brightness of a lamp with the number and voltage of cells used in the circuit. I can investigate variations in how components function. I can name renewable and 		<ul style="list-style-type: none"> I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can explain how the eye works. I can use the idea that light travels

				non-renewable sources of energy.		<p>in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <ul style="list-style-type: none">• I can explain how shadows change during the day.
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