



Science – Forces REC to Y6

SCIENCE SKILLS REC to Y6							
FORCES							
	EYFS Skills	Key Stage 1 Skills		Lower Key Stage 2 Skills		Upper Key Stage 2 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Identifying and naming				Name a range of familiar daily activities which rely upon or are caused by forces and magnets.	Identify how the magnetic north and south pole is different to the geographical north and south pole.	Identify and define the opposing forces that act upon objects moving through air, water or along a surface.	
Physical processes				Describe forces in action (pulling and pushing) and whether the force requires direct contact between objects or whether the force can act at distance (magnetic force).	Demonstrate using models or actions, the key forces in action during a given activity.	Describe the force of gravity, what causes it and how the force of gravity changes (e.g. if we were standing on a different planet). Use study skills to research the work of scientists such as Galileo and Newton.	
phenomena				Explain the terms 'magnetic attraction' and	Develop research skills, using secondary	Demonstrate, using a model, how simple	



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				'repulsion' and 'magnetic poles', using a model for assistance.	sources (e.g. finding out why aurora form at the north and south magnetic poles).	levers, gears and pulleys assist the movement of objects using less force.	
Testing				Make predictions, explaining thinking then test a range of magnets for their strength and polarity.	Test whether any materials block magnetic attraction.	Make predictions, supported by scientific reasoning to test the effects of friction on movement and distance travelled.	
Comparing				Compare how an object moves over surfaces made from different materials, making predictions and measuring the distance travelled.	Compare the speed in which objects fall to the ground through the same distance of air or water using their knowledge of forces to explain the outcomes.	Compare the speed with which objects of different shapes and surface area fall through air or water, and explain the reason for any differences in terms of the forces acting on the objects.	
Classification				Sort and group materials into		Classify and group forces	



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				those that are magnetic and those that are not and identify patterns within the groups.		based on their actions or whether they act directly, or at distance.	
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