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| SCIENCE SKILLS REC to Y6ELECTRICITY |
|  | EYFS Skills | Key Stage 1 Skills | Lower Key Stage 2 Skills | Upper Key Stage 2 Skills |
|  | End of RECExpectations | End of Year 1Expectations | 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 |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Naming and Identifying  |  | Identify and talk about products that use electricity. |  |  | Identify and name a range of familiar devices and equipment that require electricity for power. |  | Identify and name components of a circuit and define terms, such as voltage and current in relation to series circuits. |
| Series circuits |  |  | Create working circuits in the context of D&T (e.g. to light a bulb or work a buzzer). |  | Construct operational simple series circuits, using a range of components and switches for control, and use these to make simple devices. |  | Work scientifically to construct a series circuit for a specific device or outcome and explain how it works. |
| Circuit symbols  |  |  |  |  | Predict if a circuit will work based on whether it is a complete loop and draw simple circuits, using their own or conventional circuit symbols. |  | Draw a serie3s circuit, using the conventional circuit symbols. |
| Current and voltage |  |  |  |  | Recognise that a cell (battery) is a power source generating and pushing current (electricity) through a circuit, and be adding cells the power source increases. |  | Describe the relationship between the number or voltage of a cell or cells and the effect it has on a bulb or buzzer example |
| Conductors and insulators |  |  |  |  | Sort and classify materials into those that are conductors and those that are insulators, identifying similarities within the groups. |  | Predict materials that could be good conductors of electricity and conduct a fair test to show this. |
| safety |  | Recognise that electricity can be dangerous. | Identify dangerous scenarios from pictures or video clips. | Create rules that show an understanding of electrical safety requirements in the home. | Recognise the dangers of working with electricity and explain how to work safely. |  | Demonstrate how to work safely with electrical circuits. |