

Science Objectives

	Working Scientifically	Living things and their habitats	Animals, including humans	States of matter	Sound	Electricity
Year 4	<p>I can use different types of enquiry to answer my relevant questions.</p> <p>I can plan and conduct fair investigations.</p> <p>I can make systematic and careful observations and take accurate measurements using a range of equipment.</p> <p>I can use a variety of ways to record my findings and present data and use this to answer questions.</p> <p>I can use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can use my findings as evidence to answer scientific questions. (</p> <p>I can accurately use a range of scientific equipment.</p> <p>I can use a range of relevant scientific vocabulary that are appropriate for different audiences.</p>	<p>I can group living things in a variety of ways.</p> <p>I can draw and use classification keys.</p> <p>I can discuss how environments can change, sometimes posing dangers to living things.</p>	<p>I can explore and describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I can identify and talk about the functions of different types of teeth in the human mouth.</p> <p>I can find out and talk about what damages teeth and discuss how to look after them.</p> <p>I can construct and interpret a variety of food chains.</p>	<p>I can compare and group solids, liquids and gases.</p> <p>I can observe what happens when some materials are heated or cooled.</p> <p>I can explore and discuss evaporation and condensation and the role they play in the water cycle.</p>	<p>I can identify and discuss how sounds are made.</p> <p>I can discuss how vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>I can identify common appliances that run on electricity.</p> <p>I can create a simple series electrical circuit and name the basic parts.</p> <p>I can use a simple series electrical circuit to answer a scientific question.</p> <p>I can recognise some common good conductors and insulators.</p>

Science Objectives

	Working Scientifically	Plants	Animals, including humans	Rocks	Light	Forces and Magnets
Year 3	<p>I can ask relevant questions and understand types of enquiry used to answer them.</p> <p>I can plan a simple, fair test. I can make systematic and careful observations and take accurate measurements.</p> <p>I can use a variety of ways to record and present my data. I can decide how to group and classify objects.</p> <p>I can use results to draw simple conclusions and suggest improvements.</p> <p>I can begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can begin to use my findings as evidence to answer scientific questions.</p> <p>I can use a range of scientific equipment.</p> <p>I can use a range of relevant scientific vocabulary.</p>	<p>I can identify and describe the functions of different parts of a flowering plant.</p> <p>I can explore the requirements of plants for life and growth.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the life cycle of a flowering plant.</p>	<p>I can understand how animals/humans get the nutrition they need.</p> <p>I can identify the role of the skeleton and muscles.</p> <p>I can identify and name the main parts of the skeleton and some muscles.</p> <p>I can identify and sort animals with and without skeletons and observe and compare their movements.</p>	<p>I can discuss the physical properties of different kinds of rocks and how these can change over time.</p> <p>I can describe the formation of a fossil.</p> <p>I can recognise that soils are made from rocks and organic matter.</p>	<p>I can recognise that we need light in order to see and that dark is the absence of light.</p> <p>I can explore that light is reflected from specific surfaces.</p> <p>I can recognise that I need to protect my eyes from the direct light of the sun.</p> <p>I can recognise how shadows are formed.</p> <p>I can explore how the size of a shadow changes.</p>	<p>I can compare how objects move on different surfaces .</p> <p>I can understand how magnetic forces can act at a distance unlike other forces.</p> <p>I can explore and predict the attraction/repulsion of magnets with each other and some materials.</p> <p>I can describe a magnet as having two poles.</p>