

| | EXPECTATIONS | SEEN | SECURE |
|----|---|------|--------|
| | Working Scientifically | | |
| 1 | I can plan different types of scientific enquiry. | | |
| 2 | I can control variables in an enquiry. | | |
| 3 | I can measure accurately and precisely using a range of equipment. | | |
| 4 | I can take repeat readings when appropriate to ensure accuracy. | | |
| 5 | I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | | |
| 6 | I can use the outcome of test results to make predictions and discuss further comparative test. | | |
| 7 | I can begin to report findings from enquiries in a range of ways. | | |
| 8 | I can begin to explain a conclusion from an enquiry. | | |
| 9 | I can begin to explain causal relationships in an enquiry. | | |
| 10 | I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or disproves an argument or theory. | | |
| 11 | I can read, spell, pronounce and use scientific vocabulary accurately. | | |
| | Living Things and their Habitats – Pattern Seeking | | |
| 12 | I can describe the life cycle of a mammal, an amphibian, an insect and a bird. | | |
| 13 | I can describe the differences in life cycles between a mammal, an amphibian, an insect and a bird. | | |
| 14 | I can describe the process of reproduction in plants. | | |
| 15 | I can describe the process of reproduction in animals | | |
| 16 | I can read spell, pronounce and use scientific vocabulary linked to living things and their habitats accurately. | | |
| | Animals, including humans – Research | | |
| 17 | I can describe the changes of stages of growth in humans (to old age). | | |
| 18 | I can describe the changes in my body during puberty | | |
| 19 | I can read spell, pronounce and use scientific vocabulary linked to animals and humans accurately. | | |
| | Properties and Changes of Materials – Fair Testing/Classifying and Grouping | | |
| 20 | I can compare and group materials based on their properties (eg. hardness, solubility, transparency, conductivity), [electrical and thermal] and response to magnets. | | |
| 21 | I can give reasons for the use of everyday materials including metal, wood and plastic based on evidence from comparative and fair tests. | | |
| 22 | I can describe how a material dissolves to form a solution; explaining the process of dissolving. | | |
| 23 | I can describe and demonstrate how some materials can be separated: through filtering, sieving and evaporating. | | |
| 24 | I can use my knowledge of solids, liquids and gases to select the correct method to recover a substance from a solution. | | |
| 25 | I know that some changes are reversible and some are not. | | |
| 26 | I can explain how some changes result in the formation of a new material and that this is usually reversible. | | |
| 27 | I can identify reversible and irreversible changes and explain how I know. | | |

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| 28 | I can read spell, pronounce and use scientific vocabulary linked to properties and changes of materials. | | |
| Earth and Space – Observation over time | | | |
| 29 | I can describe and explain the movement of the Earth and other planets relative to the Sun in the solar system. (I know that the sun is a star) | | |
| Page 2 | | | |
| 30 | I can describe the movement of the Moon relative to the Earth. | | |
| 31 | I can explain and demonstrate how night and day are created with reference to the suns movement across the sky. | | |
| 32 | I can read spell, pronounce and use scientific vocabulary linked to Earth and Space including naming the 8 planets in the solar system. | | |
| Forces – Pattern Seeking | | | |
| 33 | I can explain what gravity is and how it acts between the Earth and the objects on it. | | |
| 34 | I can identify and explain the effects of air resistance. | | |
| 35 | I can identify and explain the effects of water resistance. | | |
| 36 | I can identify and explain the effects of friction. | | |
| 37 | I can use diagrams to show the direction and strength of the force | | |
| 38 | I can read spell, pronounce and use scientific vocabulary linked to Forces. | | |

| | EXCEEDING EXPECTATIONS | SEEN | SECURE |
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