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| Animals Including Humans – Digestion LKS2 (Cycle A) | |
| **I Know** |  |
| Describe the simple functions of the basic parts of the digestive system in humans. |  |
| Identify the different types of teeth in humans and their simple functions. |  |
| Construct and interpret a variety of food chains, identifying producers, predators and prey. |  |
| **I Can** |  |
| I can ask relevant questions and use different types of scientific enquiries to answer them. |  |
| I can gather record, classify and present data in a variety of ways to help in answering questions |  |
| I can findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can identify differences, similarities or changes related to simple scientific ideas and processes |  |

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| Animals Including Humans - Skeleton LKS2 (Cycle A) | |
| **I Know** |  |
| Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat. |  |
| Identify that humans and some other animals have skeletons and muscles for support, protection and movement. |  |
| **I Can** |  |
| I can ask relevant questions and use different types of scientific enquiries to answer them. |  |
| I can gather record, classify and present data in a variety of ways to help in answering questions |  |
| I can findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can identify differences, similarities or changes related to simple scientific ideas and processes |  |

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| Living things and Habitats LKS2 (Cycle A) | |
| **I Know** |  |
| Recognise that living things can be grouped in a variety of ways. |  |
| Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. |  |
| Recognise that environments can change and that this can sometimes pose dangers to living things. |  |
| **I Can** |  |
| I can gather, record, classify and present data in a variety of ways to help in answering questions |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can identify differences, similarities or changes related to simple scientific ideas and processes |  |

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| Plants – Life Cycles LKS2 (Cycle A) | |
| **I Know** |  |
| Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |  |
| **I Can** |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can identify differences, similarities or changes related to simple scientific ideas and processes |  |

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| Plants – Parts and Functions LKS2 (Cycle A) | |
| **I Know** |  |
| Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. |  |
| Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. |  |
| Investigate the way in which water is transported within plants. |  |
| **I Can** |  |
| I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |
| I can gather, record, classify and present data in a variety of ways to help in answering questions |  |
| I can set up simple practical enquiries, comparative and fair tests |  |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |

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| Rocks and Fossils LKS2 (Cycle A) | |
| **I Know** |  |
| Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. |  |
| Describe in simple terms how fossils are formed when things that have lived are trapped within rock. |  |
| Recognise that soils are made from rocks and organic matter. |  |
| **I Can** |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can gather, record, classify and present data in a variety of ways to help in answering questions |  |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can use straightforward scientific evidence to answer questions or to support their findings. |  |

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| Electricity LKS2 (Cycle B) | |
| **I Know** |  |
| Identify common appliances that run on electricity. |  |
| Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. |  |
| Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. |  |
| Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. |  |
| Recognise some common conductors and insulators, and associate metals with being good conductors. |  |
| **I Can** |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can set up simple practical enquiries, comparative and fair tests |  |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |  |

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| Forces and Magnets LKS2 (Cycle B) | |
| **I Know** |  |
| Compare how things move on different surfaces. |  |
| Notice that some forces need contact between two objects, but magnetic forces can act at a distance. |  |
| Observe how magnets attract or repel each other and attract some materials and not others. |  |
| Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials |  |
| Describe magnets as having two poles |  |
| Predict whether two magnets will attract or repel each other, depending on which poles are facing. |  |
| **I Can** |  |
| asking relevant questions and using different types of scientific enquiries to answer them |  |
| setting up simple practical enquiries, comparative and fair tests |  |
| making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |
| gathering, recording, classifying and presenting data in a variety of ways to help in answering questions |  |
| using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |  |
| Light LKS2 (Cycle B) | |
| **I Know** |  |
| Recognise that they need light in order to see things, and that dark is the absence of light |  |
| Notice that light is reflected from surfaces. |  |
| Recognise that light from the sun can be dangerous and that there are ways to protect their eyes |  |
| Recognise that shadows are formed when the light from a light source is blocked by an opaque object. |  |
| Find patterns in the way that the size of shadows change. |  |
| **I Can** |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can set up simple practical enquiries, comparative and fair tests |  |
| I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can use straightforward scientific evidence to answer questions or to support their findings. |  |

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| Living things and Habitats - Animals LKS2 (Cycle B) | |
| **I Know** |  |
| Recognise that living things can be grouped in a variety of ways. |  |
| Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. |  |
| Recognise that environments can change and that this can sometimes pose dangers to living things. |  |
| **I Can** |  |
| I can gather, record, classify and present data in a variety of ways to help in answering questions |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can identify differences, similarities or changes related to simple scientific ideas and processes |  |

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| Sound LKS2 (Cycle B) | |
| **I Know** |  |
| Identify how sounds are made, associating some of them with something vibrating. |  |
| Recognise that vibrations from sounds travel through a medium to the ear. |  |
| Find patterns between the pitch of a sound and features of the object that produced it. |  |
| Find patterns between the volume of a sound and the strength of the vibrations that produced it. |  |
| Recognise that sounds get fainter as the distance from the sound source increases. |  |
| **I Can** |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can set up simple practical enquiries, comparative and fair tests |  |
| I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can use straightforward scientific evidence to answer questions or to support their findings. |  |

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| States of Matter LKS2 (Cycle B) | |
| **I Know** |  |
| Compare and group materials together, according to whether they are solids, liquids or gases |  |
| Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). |  |
| Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. |  |
| **I Can** |  |
| I can ask relevant questions and using different types of scientific enquiries to answer them |  |
| I can set up simple practical enquiries, comparative and fair tests |  |
| I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |
| I can gather, record, classify and present data in a variety of ways to help in answering questions |  |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| I can use straightforward scientific evidence to answer questions or to support their findings. |  |