

| | | Subscription Term | | |
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| | School Name | Spring | Summer | Autumn |
| Year of subscription | Brinkley Grove Primary School | First Term | Second Term | Third Term |
| | | (Biology) | (Physics) | (Chemistry) |
| Year 1 | Knowledge | Plants | Sound | Properties and Changes of Materials |
| | Science Skills | Planning 2 | Data 2 | Evaluation 2 |
| Year 2 | Knowledge | Animals Including Humans | Electricity | Rocks |
| | Science Skills | Data 3 | Evaluation 3 | Planning 3 |
| Year 3 | Knowledge | Living Things and Evolution | Light, Earth and Space | Irreversible Changes |
| | Science Skills | Evaluation 4 | Planning 4 | Data 4 |
| Year 4 | Knowledge | Living Things, Habitats and Lifecycles | Forces, Magnetism and Simple Machines | States of Matter |
| | Science Skills | Planning 1 | Data 1 | Evaluation 1 |

National Curriculum Statements

Subscription
Year 1

| Plants | Sound | Properties and Changes of Materials |
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| <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> | <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> |

Science Skills

Subscription
Year 1
Year Group 3

| Planning | Data | Evaluation |
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| <p>Lesson 2: I can say what I could change in an investigation, and know that these are called variables.</p> <p>Lesson 3: I can identify independent variables</p> <p>Lesson 4: I can identify dependent variables.</p> <p>Lesson 5: I can ask a question, using variables, using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 6: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 7: I can ask a scientific question, which I can find the answer to.</p> <p>Lesson 8: I can make a simple prediction, using scientific vocabulary.</p> <p>Lesson 9: I can make a simple prediction, using scientific vocabulary.</p> | <p>Lesson 2: I can identify the variables and decide which one to record with help.</p> <p>Lesson 3: I can identify the dependent variable and how to record it with help.</p> <p>Lesson 4: I can identify the dependent variable and how to record it.</p> <p>Lesson 5: I can fill in the results table with the independent variable and each record of the dependent variable with help.</p> <p>Lesson 6: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 7: I can draw my own table showing the headings for the independent variable and the dependent variable with help.</p> <p>Lesson 8: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 9: I can make a comment on a pattern in the table.</p> | <p>Lesson 2: I can say if I have changed the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 3: I can say that I have changed the independent variable, kept all the other variable the same, and recorded the dependent variable, or not.</p> <p>Lesson 4: I can say that my data is valid because I have changed the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 5: When looking at my table of results I can spot the odd ones out, with help.</p> <p>Lesson 6: When looking at my table of results I can spot the odd ones out.</p> <p>Lesson 7: I can explain why some of my data may not fit the pattern with help.</p> <p>Lesson 8: I can explain why some of my data may not fit the pattern.</p> <p>Lesson 9: I can say what I would do next time to prevent my data having odd ones out.</p> |

| | Planning | Data | Evaluation |
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| Year Group 4 | <p>Lesson 2: I can identify an independent and dependent variable.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a question using my chosen variables and using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 6: I can make a brief prediction using scientific vocabulary.</p> <p>Lesson 7: I can make a prediction using scientific vocabulary. I can say what I think will happen and will not happen.</p> <p>Lesson 8: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 9: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> | <p>Lesson 2: I can identify the dependent variable and how to record it with help.</p> <p>Lesson 3: I can identify the dependent variable and how to record it.</p> <p>Lesson 4: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 5: I can draw my own table showing the headings for the independent variable and the dependent variable with help.</p> <p>Lesson 6: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 7: I can make a comment on a pattern in the table.</p> <p>Lesson 8: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 9: I can say something about what I have found out.</p> | <p>Lesson 2: I can say that I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable, or not.</p> <p>Lesson 3: I can say that my data is valid because I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 4: When looking at my table of results I can spot the odd ones out.</p> <p>Lesson 5: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 6: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 7: I can say what I would do next time to prevent my data having odd ones out.</p> <p>Lesson 8: I can say what I would do next time to prevent my data having odd ones out.</p> <p>Lesson 9: I can suggest other questions I could ask using the variables in my investigation.</p> |
| Year Group 5 | <p>Lesson 2: I can identify independent and dependent variables.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a scientific question, using my chosen variables, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question, using my chosen variables, and choose appropriate equipment to answer it.</p> <p>Lesson 6: I can make a prediction, and justify it using scientific concepts I know about.</p> <p>Lesson 7: I can make a scientific prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 8: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> <p>Lesson 9: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> | <p>Lesson 2: I can identify the dependent variable and how to record it.</p> <p>Lesson 3: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 4: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 5: Using my table of results, I can draw a graph with help.</p> <p>Lesson 6: Using my table of results, I can draw a graph.</p> <p>Lesson 7: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 8: I can say something about what I have found out.</p> <p>Lesson 9: I can write a clear explanation of what I have found out.</p> | <p>Lesson 2: I can say that my data is valid because I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 3: When looking at my table of results I can spot the odd ones out.</p> <p>Lesson 4: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 5: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 6: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 7: I can suggest other questions I could ask using the variables in my investigation.</p> <p>Lesson 8: I can suggest other questions I could ask using the variables in my investigation.</p> <p>Lesson 9: I can think of another way of doing the investigation to find the same pattern of results.</p> |
| Year Group 6 | <p>Lesson 2: I can list a range of independent and dependent variables.</p> <p>Lesson 3: I can ask a scientific question.</p> <p>Lesson 4: I can make and justify a prediction.</p> <p>Lesson 5: I can make a prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 6: I can write a short method to say how I will use equipment and list the equipment I will need. (English Learning Objectives, genre)</p> <p>Lesson 7: I can identify risks in an investigation and say how I will control them.</p> <p>Lesson 8: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> <p>Lesson 9: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> | <p>Lesson 2: I can identify the dependent variable and how to record it.</p> <p>Lesson 3: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 4: Using my table of results, I can draw a graph.</p> <p>Lesson 5: Using my table of results, I can draw a graph.</p> <p>Lesson 6: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 7: I can write a clear explanation of what I have found out.</p> <p>Lesson 8: I can explain the reason for my results.</p> <p>Lesson 9: I can explain the reason for my results.</p> | <p>Lesson 2: I can say that my data is valid because I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 3: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 4: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 5: I can suggest other questions I could ask using the variables in my investigation</p> <p>Lesson 6: I can think of another way of doing the investigation to find the same pattern of results.</p> <p>Lesson 7: I can think of another way of doing the investigation to find the same pattern of results.</p> <p>Lesson 8: I can write a complete report starting with the plan, recoding the data in a table and graph, and evaluating the success or not of the investigation.</p> <p>Lesson 9: I can write a complete report starting with the plan, recoding the data in a table and graph, and evaluating the success or not of the investigation.</p> |

National Curriculum Statements

Subscription
Year 2

| Animals Including Humans | Electricity | Rocks |
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| <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> |

Science Skills

Subscription
Year 2
Year Group 3

| Data | Evaluation | Planning |
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National Curriculum Statements

Subscription
Year 3

| Living Things and Evolution | Light, Earth and Space | Irreversible Changes |
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| <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> |

Subscription
Year 3
Year Group 3

| Evaluation | Planning | Data |
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| <p>Lesson 2: I can say if I have changed the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 3: I can say that I have changed the independent variable, kept all the other variable the same, and recorded the dependent variable, or not.</p> <p>Lesson 4: I can say that my data is valid because I have changed the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 5: When looking at my table of results I can spot the odd ones out, with help.</p> <p>Lesson 6: When looking at my table of results I can spot the odd ones out.</p> <p>Lesson 7: I can explain why some of my data may not fit the pattern with help.</p> <p>Lesson 8: I can explain why some of my data may not fit the pattern.</p> <p>Lesson 9: I can say what I would do next time to prevent my data having odd ones out.</p> | <p>Lesson 2: I can say what I could change in an investigation, and know that these are called variables.</p> <p>Lesson 3: I can identify independent variables</p> <p>Lesson 4: I can identify dependent variables.</p> <p>Lesson 5: I can ask a question, using variables, using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 6: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 7: I can ask a scientific question, which I can find the answer to.</p> <p>Lesson 8: I can make a simple prediction, using scientific vocabulary.</p> <p>Lesson 9: I can make a simple prediction, using scientific vocabulary.</p> | <p>Lesson 2: I can identify the variables and decide which one to record with help.</p> <p>Lesson 3: I can identify the dependent variable and how to record it with help.</p> <p>Lesson 4: I can identify the dependent variable and how to record it.</p> <p>Lesson 5: I can fill in the results table with the independent variable and each record of the dependent variable with help.</p> <p>Lesson 6: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 7: I can draw my own table showing the headings for the independent variable and the dependent variable with help.</p> <p>Lesson 8: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 9: I can make a comment on a pattern in the table.</p> |

| Evaluation | Planning | Data |
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| <p>Lesson 2: I can say that I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable, or not.</p> <p>Lesson 3: I can say that my data is valid because I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 4: When looking at my table of results I can spot the odd ones out.</p> <p>Lesson 5: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 6: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 7: I can say what I would do next time to prevent my data having odd ones out.</p> <p>Lesson 8: I can say what I would do next time to prevent my data having odd ones out.</p> <p>Lesson 9: I can suggest other questions I could ask using the variables in my investigation.</p> | <p>Lesson 2: I can identify an independent and dependent variable.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a question using my chosen variables and using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 6: I can make a brief prediction using scientific vocabulary.</p> <p>Lesson 7: I can make a prediction using scientific vocabulary. I can say what I think will happen and will not happen.</p> <p>Lesson 8: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 9: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> | <p>Lesson 2: I can identify the dependent variable and how to record it with help.</p> <p>Lesson 3: I can identify the dependent variable and how to record it.</p> <p>Lesson 4: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 5: I can draw my own table showing the headings for the independent variable and the dependent variable with help.</p> <p>Lesson 6: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 7: I can make a comment on a pattern in the table.</p> <p>Lesson 8: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 9: I can say something about what I have found out.</p> |
| <p>Lesson 2: I can say that my data is valid because I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 3: When looking at my table of results I can spot the odd ones out.</p> <p>Lesson 4: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 5: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 6: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 7: I can suggest other questions I could ask using the variables in my investigation.</p> <p>Lesson 8: I can suggest other questions I could ask using the variables in my investigation.</p> <p>Lesson 9: I can think of another way of doing the investigation to find the same pattern of results.</p> | <p>Lesson 2: I can identify independent and dependent variables.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a scientific question, using my chosen variables, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question, using my chosen variables, and choose appropriate equipment to answer it.</p> <p>Lesson 6: I can make a prediction, and justify it using scientific concepts I know about.</p> <p>Lesson 7: I can make a scientific prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 8: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> <p>Lesson 9: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> | <p>Lesson 2: I can identify the dependent variable and how to record it.</p> <p>Lesson 3: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 4: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 5: Using my table of results, I can draw a graph with help.</p> <p>Lesson 6: Using my table of results, I can draw a graph.</p> <p>Lesson 7: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 8: I can say something about what I have found out.</p> <p>Lesson 9: I can write a clear explanation of what I have found out.</p> |
| <p>Lesson 2: I can say that my data is valid because I have identified the independent variable, kept all the other variable the same, and recorded the dependent variable.</p> <p>Lesson 3: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 4: When looking at my table of results I can spot the odd ones out and explain why they don't fit the pattern.</p> <p>Lesson 5: I can suggest other questions I could ask using the variables in my investigation</p> <p>Lesson 6: I can think of another way of doing the investigation to find the same pattern of results.</p> <p>Lesson 7: I can think of another way of doing the investigation to find the same pattern of results.</p> <p>Lesson 8: I can write a complete report starting with the plan, recoding the data in a table and graph, and evaluating the success or not of the investigation.</p> <p>Lesson 9: I can write a complete report starting with the plan, recoding the data in a table and graph, and evaluating the success or not of the investigation.</p> | <p>Lesson 2: I can list a range of independent and dependent variables.</p> <p>Lesson 3: I can ask a scientific question.</p> <p>Lesson 4: I can make and justify a prediction.</p> <p>Lesson 5: I can make a prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 6: I can write a short method to say how I will use equipment and list the equipment I will need. (English Learning Objectives, genre)</p> <p>Lesson 7: I can identify risks in an investigation and say how I will control them.</p> <p>Lesson 8: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> <p>Lesson 9: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> | <p>Lesson 2: I can identify the dependent variable and how to record it.</p> <p>Lesson 3: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 4: Using my table of results, I can draw a graph.</p> <p>Lesson 5: Using my table of results, I can draw a graph.</p> <p>Lesson 6: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 7: I can write a clear explanation of what I have found out.</p> <p>Lesson 8: I can explain the reason for my results.</p> <p>Lesson 9: I can explain the reason for my results.</p> |

National Curriculum Statements

Subscription
Year 4

| Living Things, Habitats and Lifecycles | Forces, Magnetism and Simple Machines | States of Matter |
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| <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some animals.</p> <p>Describe the changes as humans develop to old age.</p> <p>Describe the life process of reproduction in some plants.</p> <p>Non-Statutory - try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings.</p> <p>Non-Statutory - observing and comparing the life cycles of plants in their local environment with other plants around the world (in the rainforest, in the oceans, in desert areas).</p> <p>Non-Statutory - Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how their habitat changes throughout the year.</p> <p>Non-Statutory - Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p> | <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> |

Science Skills

Subscription
Year 4
Year Group 3

| Planning | Planning | Data |
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| <p>Lesson 2: I can say what I could change in an investigation, and know that these are called variables.</p> <p>Lesson 3: I can identify independent variables</p> <p>Lesson 4: I can identify dependent variables.</p> <p>Lesson 5: I can ask a question, using variables, using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 6: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 7: I can ask a scientific question, which I can find the answer to.</p> <p>Lesson 8: I can make a simple prediction, using scientific vocabulary.</p> <p>Lesson 9: I can make a simple prediction, using scientific vocabulary.</p> | <p>Lesson 2: I can say what I could change in an investigation, and know that these are called variables.</p> <p>Lesson 3: I can identify independent variables</p> <p>Lesson 4: I can identify dependent variables.</p> <p>Lesson 5: I can ask a question, using variables, using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 6: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 7: I can ask a scientific question, which I can find the answer to.</p> <p>Lesson 8: I can make a simple prediction, using scientific vocabulary.</p> <p>Lesson 9: I can make a simple prediction, using scientific vocabulary.</p> | <p>Lesson 2: I can identify the variables and decide which one to record with help.</p> <p>Lesson 3: I can identify the dependent variable and how to record it with help.</p> <p>Lesson 4: I can identify the dependent variable and how to record it.</p> <p>Lesson 5: I can fill in the results table with the independent variable and each record of the dependent variable with help.</p> <p>Lesson 6: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 7: I can draw my own table showing the headings for the independent variable and the dependent variable with help.</p> <p>Lesson 8: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 9: I can make a comment on a pattern in the table.</p> |

Subscription
Year 4
Year Group 4

| | Planning | Planning | Data |
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| Year Group 4 | <p>Lesson 2: I can identify an independent and dependent variable.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a question using my chosen variables and using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 6: I can make a brief prediction using scientific vocabulary.</p> <p>Lesson 7: I can make a prediction using scientific vocabulary. I can say what I think will happen and will not happen.</p> <p>Lesson 8: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 9: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> | <p>Lesson 2: I can identify an independent and dependent variable.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a question using my chosen variables and using scientific vocabulary, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question and use the equipment I am given to answer it.</p> <p>Lesson 6: I can make a brief prediction using scientific vocabulary.</p> <p>Lesson 7: I can make a prediction using scientific vocabulary. I can say what I think will happen and will not happen.</p> <p>Lesson 8: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 9: I can make a simple prediction, and justify it discussing scientific concepts I know about.</p> | <p>Lesson 2: I can identify the dependent variable and how to record it with help.</p> <p>Lesson 3: I can identify the dependent variable and how to record it.</p> <p>Lesson 4: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 5: I can draw my own table showing the headings for the independent variable and the dependent variable with help.</p> <p>Lesson 6: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 7: I can make a comment on a pattern in the table.</p> <p>Lesson 8: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 9: I can say something about what I have found out.</p> |
| Year Group 5 | <p>Lesson 2: I can identify independent and dependent variables.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a scientific question, using my chosen variables, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question, using my chosen variables, and choose appropriate equipment to answer it.</p> <p>Lesson 6: I can make a prediction, and justify it using scientific concepts I know about.</p> <p>Lesson 7: I can make a scientific prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 8: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> <p>Lesson 9: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> | <p>Lesson 2: I can identify independent and dependent variables.</p> <p>Lesson 3: I can list a range of independent and dependent variables.</p> <p>Lesson 4: I can ask a scientific question, using my chosen variables, which I can find the answer to.</p> <p>Lesson 5: I can ask a scientific question, using my chosen variables, and choose appropriate equipment to answer it.</p> <p>Lesson 6: I can make a prediction, and justify it using scientific concepts I know about.</p> <p>Lesson 7: I can make a scientific prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 8: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> <p>Lesson 9: I can write a short method to say how I will use my equipment (English Learning Objectives, genre)</p> | <p>Lesson 2: I can identify the dependent variable and how to record it.</p> <p>Lesson 3: I can fill in the results table with the independent variable and each record of the dependent variable.</p> <p>Lesson 4: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 5: Using my table of results, I can draw a graph with help.</p> <p>Lesson 6: Using my table of results, I can draw a graph.</p> <p>Lesson 7: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 8: I can say something about what I have found out.</p> <p>Lesson 9: I can write a clear explanation of what I have found out.</p> |
| Year Group 6 | <p>Lesson 2: I can list a range of independent and dependent variables.</p> <p>Lesson 3: I can ask a scientific question.</p> <p>Lesson 4: I can make and justify a prediction.</p> <p>Lesson 5: I can make a prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 6: I can write a short method to say how I will use equipment and list the equipment I will need. (English Learning Objectives, genre)</p> <p>Lesson 7: I can identify risks in an investigation and say how I will control them.</p> <p>Lesson 8: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> <p>Lesson 9: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> | <p>Lesson 2: I can list a range of independent and dependent variables.</p> <p>Lesson 3: I can ask a scientific question.</p> <p>Lesson 4: I can make and justify a prediction.</p> <p>Lesson 5: I can make a prediction, and justify it discussing scientific concepts I know about.</p> <p>Lesson 6: I can write a short method to say how I will use equipment and list the equipment I will need. (English Learning Objectives, genre)</p> <p>Lesson 7: I can identify risks in an investigation and say how I will control them.</p> <p>Lesson 8: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> <p>Lesson 9: I can plan an enquiry to answer a scientific question about sound, including all key elements of planning an investigation, and can justify my choices for equipment and methods using scientific vocabulary.</p> | <p>Lesson 2: I can identify the dependent variable and how to record it.</p> <p>Lesson 3: I can draw my own table showing the headings for the independent variable and the dependent variable.</p> <p>Lesson 4: Using my table of results, I can draw a graph.</p> <p>Lesson 5: Using my table of results, I can draw a graph.</p> <p>Lesson 6: I can reorder my table to show a pattern more clearly.</p> <p>Lesson 7: I can write a clear explanation of what I have found out.</p> <p>Lesson 8: I can explain the reason for my results.</p> <p>Lesson 9: I can explain the reason for my results.</p> |