

EXPECTATIONS		SEEN	SECURE
Working Scientifically			
1	I can ask relevant scientific questions and use different types of scientific enquiries to answer them.		
2	I can set up simple, practical enquiries, comparative and fair test to explore a scientific question.		
3	I can make a prediction with a reason		
4	I can make systematic and careful observations and where appropriate take accurate measurements using standard units using a range of equipment including thermometers and data loggers.		
5	I can gather, record, classify and present data in a variety of ways that help to answer questions.		
6	I can choose how to record my findings using simple scientific language eg. labelled diagrams, keys, bar charts and tables.		
7	I can use my findings to report in a variety of ways, including oral and written explanations, displays or presentations of results and conclusions using simple scientific language.		
8	I can use my results to draw simple conclusions, make predictions for new values, suggest further improvements and raise further questions.		
9	I can identify differences, similarities or changes related to simple scientific ideas and processes.		
10	Use straightforward scientific evidence to answer questions or support my findings		
11	I can read, spell, pronounce and use scientific vocabulary accurately.		
Living Things and their Habitats – Sorting, classifying and Grouping			
14	I can group living things in different ways.		
15	I can use classification keys to group, identify and name living things (in the local and wider environment).		
16	I can create classification keys to group, identify and name living things (for others to use)		
17	I can describe how changes to an environment could endanger living things.		
18	I can read, spell, pronounce and use scientific vocabulary accurately linked to living things and habitats.		
Animals, including humans – Observation over time/ Fair Testing			
19	I can name and identify the basic parts (organs) of the human digestive system.		
20	I can describe the functions of the basic parts (organs) in the human digestive system.		
21	I can name and identify the different types of teeth in humans.		
22	I can describe the functions of different human teeth.		
23	I can use and construct food chains to identify producers, predators and prey.		
24	I can read, spell, pronounce and use scientific vocabulary accurately linked to animals and humans.		
States of Matter – Sorting and Classifying/Pattern Seeking			
25	I can group materials based on their state of matter (solid, liquid, gas).		
26	I can compare materials based on their state of matter (solid, liquid, gas).		
27	I can investigate and describe how some materials can change state when they are heated.		
28	I can investigate and describe how some materials can change state when they are cooled.		
29	I can identify the temperature for when materials change state		
30	I can describe the water cycle.		
31	I can explain the part played by evaporation and condensation in the water cycle.		
32	I can read, spell, pronounce and use scientific vocabulary accurately linked to states of matter.		

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Sound – Pattern Seeking		
33	I can identify how sound is made (vibrations)	
34	I can explain how sound travels through a medium from a source to our ears.	
35	I can find patterns between the pitch of a sound and the features of the object that produced it.	
36	I can find patterns between the volume of a sound and the strength of the vibrations that produced it.	
37	I can describe what happens to a sound as it travels away from its source.	
38	I can read spell, pronounce and use scientific vocabulary linked to sound.	
Electricity – Pattern Seeking		
39	I can identify and name appliances that require electricity to work.	
40	I can construct a simple series circuit.	
41	I can identify and name the components in a simple series circuit, (incl cells, wires, bulbs, switches, and buzzers).	
42	I can draw a simple circuit diagram using pictures.	
43	I can predict and test whether a lamp will light within a series circuit. based on whether or not the lamp is part of a complete loop with a battery	
44	I can describe the functions of a switch.	
45	I can predict whether a lamp will light based on the position of a switch (open/closed).	
46	I know what a conductor and an insulator is.	
47	I can identify common conductors and insulators.	
48	I can read spell, pronounce and use scientific vocabulary linked to electricity.	