



Being a LKS2 Scientist



I can ask relevant scientific questions.



I can use observations and knowledge to answer scientific questions.



I can set up a simple enquiry to explore a scientific question.



I can set up a test to compare two things.



I can set up a fair test and explain why it is fair.



I can make careful and accurate observations, including the use of standard units.



I can use equipment, including thermometers and data loggers to make measurements.



I can gather, record, classify and present data in different ways to answer scientific questions.



I can use diagrams, keys, bar charts and tables; using scientific language.



I can use findings to report in different ways, including oral and written explanations, presentations.



I can draw conclusions and suggest improvements.



I can make a prediction with a reason.



I can identify differences, similarities and changes related to an enquiry.



Biology – Plants Y3



I can describe the function of different parts of flowering plants and trees.



I can explore and describe the needs of different plants for survival.



I can explore and describe how water is transported within plants.



I can describe the plant life cycle, especially the importance of flowers.



Biology – Living things and their habitats Y4



I can group living things in different ways.



I can use classification keys to group, identify and name living things.



I can create classification keys to group, identify and name living things (for others to use).



I can describe how changes to an environment could endanger living things.

Biology – Animals including humans Y3/4



I can explain the importance of a nutritious, balanced diet.Y3



I can explain how nutrients, water and oxygen are transported within animals and humans.Y3



I can describe and explain the skeletal system of a human.Y3



I can describe and explain the muscular system of a human.Y3



I can describe the purpose of the skeleton on humans and animals.Y3



I can identify and name the parts of the human digestive system.Y4



I can describe the functions of the organs in the human digestive system.Y4



I can identify and describe the different types of teeth in humans.Y4



I can describe the functions of different human teeth.Y4



I can use food chains to identify producers, predators and prey.Y4



I can construct food chains to identify producers, predators and prey.Y4



Chemistry- Rocks Y3



I can compare and group rocks based on their appearance and physical properties, giving a reason.



I can describe how fossils are formed.



I can describe how soil is made.



I can describe and explain the difference between sedimentary and igneous rock.



Chemistry- States of matter Y4



I can group materials based on their state of matter (solid, liquid, gas).



I can describe how some materials can change state.



I can explore how materials change state.



I can measure the temperature at which materials change state



I can describe the water cycle



I can explain the part played by evaporation and condensation in the water cycle.

Physics- Light Y3



I can describe what dark is (the absence of light).

I can explain that light is needed in order to see.

I can explain that light is reflected from a surface.

I can explain and demonstrate how a shadow is formed.

I can explore shadow size and explain.

I can explain the danger of direct light and describe how to keep protected.

Physics- Sound Y4



I can describe how sound is made.

I can explain how sound travels from a source to our ears.

I can explain the correlation between pitch and the object producing the sound.

I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.

I can describe what happens to a sound as it travels away from its source.

Physics- Forces and magnets Y3



I can explore and describe how objects move on different surfaces.

I can explain how some forces require contact and some do not, giving examples.

I can explore and explain how objects attract and repel in relation to objects and other magnets.

I can predict whether objects will be magnetic and carry out an enquiry to test this out.

I can describe how magnets work.

I can predict whether magnets will attract or repel and give a reason.

Physics- Electricity Y4



I can identify and name appliances that require electricity to function.

I can construct a series circuit.

I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).

I can draw a circuit diagram.

I can predict and test whether a lamp will light within a circuit.

I can describe the function of a switch in a circuit.

- I can describe the difference between a conductor and insulator; giving examples of each



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