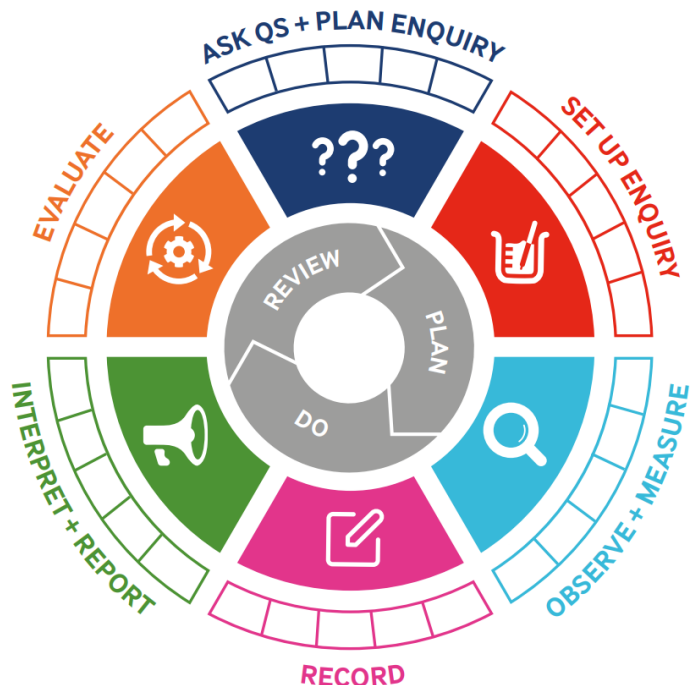


Working Scientifically:



- Asks relevant questions and uses past knowledge when considering new investigation
- Can set up simple practical enquiries and understand a fair test. Can understand that changing only one variable is the best method for testing.
- Can make careful observations using notes and simple tables and drawing. In drawing can consider scale and detail.
- Can take accurate measurements using standard units of length, time and heat. Use mm and cm. Use negative numbers.
- labelled diagrams neatly, use keys, bar charts, and simple tables. Use headings to clarify what information is being collected.
- Draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Use scientific evidence to answer questions or to support their findings relate the results to scientific knowledge
- Use independent research including secondary sources to help them to answer questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- Know how to use a microscope, magnifying lens, thermometer.
- Begin to use data loggers to gather data.

Plants

- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including **pollination**, seed formation and **seed dispersal**.
- Know that plants make their own food (produce glucose)

Animals including Humans

- 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 animals have skeletons and muscles for **support, protection and movement**.

Rocks

- Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties.

Sedimentary and Igneous

- 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**

Light

- 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 a solid object
- Find patterns in the way that the size of shadows change.
- Know the term **translucent, opaque and transparent**.

Forces and Magnets

- Compare how things move on different surfaces and understand **friction**
- 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
- Identify some magnetic materials
- Describe magnets as having **two poles**.

