






ANIMALS including Humans (Nutrition, skeleton and muscles).

	INVESTIGATE	RESEARCH	RECORD
	<ul style="list-style-type: none"> - I know what a balanced diet is and why it's important. - I can identify and group living things based on whether they have a spine 	<ul style="list-style-type: none"> - I know that animals, including humans, cannot make their own food and they get nutrition from what they eat. They need the right types and amounts of nutrition to be healthy. - I know that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> - I can take measurements and use tables to record my results. - I can identify patterns in my results to draw conclusions and raise further questions based on my scientific knowledge.

LIGHT- observation over time enquiry


	INVESTIGATE	RESEARCH	RECORD
	<ul style="list-style-type: none"> -- I can investigate and find patterns in the way that the size of shadows change. - I can investigate and explain how light is reflected from different surfaces. 	<ul style="list-style-type: none"> - I know that we need light in order to see things and that dark is the absence of light. - I know that light from the sun can be dangerous and that there are ways to protect their eyes. - I know that shadows are formed when the light from a light source is blocked by an opaque object. 	<ul style="list-style-type: none"> - I can draw and label diagrams to explain how light travels and how shadows are formed. - I can record my observations and identify patterns in how shadows change when the distance of the light source changes.

FORCES AND MAGNETS- fair testing and research enquiry


	INVESTIGATE	RESEARCH	RECORD
	<ul style="list-style-type: none"> - I can investigate and describe how things move on different surfaces. - I can investigate and explain how magnets attract or repel each other and attract some materials and not others using different types of magnets. 	<ul style="list-style-type: none"> - I can describe that some forces need contact between two objects, but magnetic forces can act at a distance. - I know that magnets have two poles. 	<ul style="list-style-type: none"> - I can use Venn diagrams/bar charts/tally charts to record magnetic and non-magnetic materials. - I can predict whether two magnets will attract or repel each other, depending on which poles are facing.




STATES OF MATTER – fair/comparative testing and observation over time enquiry.

	INVESTIGATE	RESEARCH	RECORD
	<ul style="list-style-type: none"> - I can ask questions based on my prior knowledge of materials. - I can investigate what happens to materials when they are cooled and heated. - I can investigate and explain evaporation and condensation. 	<ul style="list-style-type: none"> - I know that materials change state when they are heated or cooled. - I can explain the structure of solid, liquids and gases and how the atoms behave when they are heated or cooled. 	<ul style="list-style-type: none"> - I can compare and group materials according to whether they are solids, liquids or gases using Carroll diagrams. - I can use a thermometers to measure temperature and use standard units for their measurements (degrees Celsius). - I can make suggestions of how I would do it differently if I repeated the enquiry.

ELECTRICITY – fair/comparative testing enquiry and pattern seeking.

	INVESTIGATE	RESEARCH	RECORD
	<ul style="list-style-type: none"> - I can investigate 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. - I can investigate and recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights up in a simple circuit. 	<ul style="list-style-type: none"> - I can identify and describe common appliances which use electricity. - I can identify parts of a simple circuit which include cells, wires, bulbs, switches and buzzers. 	<ul style="list-style-type: none"> - I can draw and label simple diagrams to record my investigation. - I can interpret my data to generate simple comparative statements based on their evidence.

LIVING THINGS AND THEIR HABITATS– classification

	INVESTIGATE	RESEARCH	RECORD
	<ul style="list-style-type: none"> - I can research, identify and name a variety of living things in our local and wider environment. - I can research and recognise that environments can change and that this can sometimes pose dangers to living things e.g. positive effects of nature reserves and negative effects of pollution. 	<ul style="list-style-type: none"> - I know that vertebrates can be grouped such as fish, amphibians, reptiles, birds and mammals. - I know that invertebrates can be grouped into snails and slugs, worms, spiders and insects. 	<ul style="list-style-type: none"> - I can decide how to record and present my research using photographs, videos, pictures, labelled diagrams or writing. - I can use classification keys and simple guides to research living things in my local area.