

	EXPECTATIONS	SEEN	SECURE
	<b>Working Scientifically</b>		
1	I can plan different types of scientific enquiries to answer questions.		
2	I can control variables in an enquiry.		
3	I can measure accurately and precisely using a range of equipment.		
4	I can take repeat readings when appropriate to ensure accuracy.		
5	I can record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs.		
6	I can use the outcome of test results to make predictions and discuss further comparative test.		
7	I can report and present my findings from an enquiry in oral and written forms such as displays and other presentations.		
8	I can begin to explain a conclusion from an enquiry.		
9	I can begin to explain causal relationships in an enquiry.		
10	I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or disproves an argument or theory.		
11	I can read, spell, pronounce and use scientific vocabulary accurately.		
	<b>Earth and Space – Observation over time</b>		
12	I can describe and explain the movement of the Earth and other planets relative to the Sun in the solar system. (I know that the sun is a star)		
13	I can describe the movement of the Moon relative to the Earth.		
14	I can describe the Sun, Earth and Moon as approximately spherical bodies		
15	I can explain and demonstrate how night and day are created with reference to the sun's movement across the sky.		
16	I can read spell, pronounce and use scientific vocabulary linked to Earth and Space including naming the 8 planets in the solar system.		
	<b>Forces – Pattern Seeking</b>		
17	I can explain what gravity is and how it acts between the Earth and the unsupported objects on it.		
18	I can identify and explain the effects of air resistance that act between moving surfaces.		
19	I can identify and explain the effects of water resistance that act between moving surfaces.		
20	I can identify and explain the effects of friction that act between moving surfaces.		
21	I can use diagrams to show the direction and strength of the force		
22	I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		
23	I can read spell, pronounce and use scientific vocabulary linked to Forces.		
	<b>Properties and Changes of Materials – Fair Testing/Classifying and Grouping</b>		
24	I can compare and group materials based on their properties (eg. hardness, solubility, transparency, conductivity), [electrical and thermal] and response to magnets.		
25	I can give reasons for the use of everyday materials including metal, wood and plastic based on evidence from comparative and fair tests.		
26	I can describe how a material dissolves to form a solution; explaining the process of dissolving.		
27	I can describe and demonstrate how some materials can be separated using our knowledge of solids, liquids and gases: through filtering, sieving and evaporating.		
28	I can use my knowledge of solids, liquids and gases to select the correct method to recover a substance from a solution.		

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Properties and Changes of Materials – Fair Testing/Classifying and Grouping Continued...			
29	I know that some changes are reversible and some are not.		
30	I can explain how some changes result in the formation of a new material and that this is usually reversible.		
31	I can identify reversible and irreversible changes and explain how I know.		
32	I can read spell, pronounce and use scientific vocabulary linked to properties and changes of materials.		
Animals, including humans – Research			
33	I can describe the changes of stages of growth in humans (to old age).		
34	I can describe the changes in my body during puberty		
35	I can read spell, pronounce and use scientific vocabulary linked to animals and humans accurately.		
Living Things and their Habitats – Pattern Seeking			
36	I can describe the life cycle of a mammal, an amphibian, an insect and a bird.		
37	I can describe the differences in life cycles between a mammal, an amphibian, an insect and a bird.		
38	I can describe the process of reproduction in plants.		
39	I can describe the process of reproduction in animals		
40	I can read spell, pronounce and use scientific vocabulary linked to living things and their habitats accurately.		