

Year A	Science Assessment document- Year Three and Four					
	Lower Key Stage Two Key Skills-					
	<ul style="list-style-type: none"> Set up (and carry out) simple practical enquiries, comparative and fair tests Make systematic and careful observations and ,where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions <p>Use results to draw simple conclusions, make displays and other presentations predictions for new values, suggest improvements and raise further questions</p>					
	Rocks	Light	Animals including humans	Plants	States of matter	Electricity
	<p>Know and name rocks and identify their properties.</p> <p>Know how fossils are formed.</p> <p>Know how soil is made: rock and organic matter</p> <p>Know and explain the difference between igneous, sedimentary and metamorphic rock.</p> <p>Compare and group rocks based on their appearance and physical properties.</p> <p>Group rocks into igneous, sedimentary and metamorphic.</p>	<p>Know that they need light in order to see things and that dark is the absence of light</p> <p>Know light is reflected from surfaces</p> <p>Know light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Know that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Know how to change the size of a shadow.</p>	<p>Identify that humans need the right types and amounts of nutrition and that they cannot make their own food.</p> <p>Know they get nutrition from what they eat.</p> <p>Identify that humans have skeletons and muscles for support, protection and movement.</p> <p>Describe the basic parts of the digestive system and their functions: mouth, oesophagus, stomach, long intestine, short intestine, bowel,</p> <p>Identify the different types of teeth and their functions: canines, incisors, molars</p> <p>Construct food chains identifying producers, consumers, predators and prey.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.</p> <p>Investigate the way water is transported in plants.</p>	<p>Know what a solid, liquid and gas is.</p>	<p>Identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit,</p> <p>Identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify 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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>
Working towards expected						
Working at expected						

Year B	Science Assessment document- Year three and four					
	Lower Key Stage Two Key Skills-					
	<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings. 					
	Forces and magnets	Animals including humans (food, nutrition, skeleton)	Living things and their habitats	Plants (Life Cycles)	States of Matter	Sound
	<p>Know some forces need contact between two objects: push/pull/friction</p> <p>Know magnetic forces can act at a distance.</p> <p>Know things move differently on different surfaces.</p> <p>Know magnets have 2 poles that attract or repel each other</p> <p>Know magnets attract some materials and not others</p>	<p>Identify that animals need the right types and amounts of nutrition and that they cannot make their own food.</p> <p>Know they get nutrition from what they eat.</p> <p>Identify that animals have skeletons and muscles for support, protection and movement.</p>	<p>Know how sounds are made by something vibrating</p> <p>Know that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Know that sounds get fainter as the distance from the sound source increases.</p>	<p>Know the life cycle of a plant.</p> <p>Explore the part that flowers play in the life cycle of flowering plants: pollination, seed formation and seed dispersal - animals, explosion, water, wind.</p>	<p>Know what a solid, liquid and gas is.</p>	<p>Know how sounds are made by something vibrating</p> <p>Know that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Know that sounds get fainter as the distance from the sound source increases</p>
Working towards expected						
Working at expected						