



# END OF UNIT OUTCOMES IN SCIENCE— YEAR B

	TERM	EYFS	YEAR 1	YEAR 2
YEAR B	Summer 1	<p><b>Topic Name:</b> Creepy crawlies</p> <p><b>Big Question:</b> What has 8 legs and makes webs?</p> <p><b>I can:</b> I can name a range of minibeasts. I can describe the features of a minibeast. I can explain how minibeasts help us.</p>	<p><b>Topic Name:</b> Humans</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I can identify and name at least 3 parts of the human body.</li> <li>I can label the basic parts of the human body on a given diagram.</li> <li>I can say which part of the body is associated with each sense.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>I can develop questions with my teacher</li> <li>I can participate in planning how to answer a scientific question</li> <li>I can use practical resources to gather evidence.</li> <li>I can use a pre-prepared table/tally to record measurements/data.</li> </ul>	<p><b>Topic Name:</b> Humans</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I can identify and name a range of parts of the human body.</li> <li>I can draw and label the basic parts of the human body.</li> <li>I can say which part of the body is associated with each sense.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>I can think of scientific questions</li> <li>I can begin to decide how a question may be answered</li> <li>I can use practical resources to gather evidence.</li> </ul>
	Summer 2	<p><b>Topic Name:</b> Ahoy Pirates!</p> <p><b>Big Question:</b> Is a pirate ship made of cardboard?</p> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>I can name different materials and state whether they would be suitable to build a boat with.</li> <li>I can predict whether an object will float or sink.</li> <li>I can build a boat using appropriate materials to test my prediction.</li> </ul>	<p><b>Topic Name:</b> Humans</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I can describe the importance for humans of exercise</li> <li>I can describe the importance of eating the right amounts of different types of food</li> <li>I can describe the importance of hygiene for humans.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>I can develop questions with my teacher</li> <li>I can participate in planning how to answer a scientific question</li> <li>I can use practical resources to gather evidence.</li> </ul>	<p><b>Topic Name:</b> Humans</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I can explain why humans need exercise, giving 2 reasons.</li> <li>I can explain what foods a human should eat and explain the importance of this.</li> <li>I can describe what good hygiene looks like and explain why this is important for humans.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>I can communicate my scientific knowledge and findings in a range of ways.</li> <li>I can think of scientific questions</li> <li>I can begin to decide how a question may be answered</li> <li>I can use practical resources to gather evidence.</li> </ul>

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)