



WORLINGHAM CEVC PRIMARY SCHOOL

END OF UNIT OUTCOMES IN SCIENCE – AUTUMN YEAR A



	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
YEAR A	Autumn 1	<p>Topic: Rocks, Soils and Fossils Knowledge:</p> <ul style="list-style-type: none"> I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe how fossils are formed when things that have lived are trapped within rock. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can make increasingly careful observations I can select from a range of practical resources to gather evidence. I can use results to draw simple conclusions and suggest improvements. I can follow a plan to answer a question relating to grouping and classifying rocks. 	<p>Topic: Rocks, Soils and Fossils Knowledge:</p> <ul style="list-style-type: none"> I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, using key vocabulary to classify my groups. I can describe how fossils are formed when things that have lived are trapped within rock, using key scientific vocabulary to explain. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can make systematic and careful observations I can select from a range of practical resources to gather evidence. I can use results to draw simple conclusions, suggest improvements and raise further questions. I can follow a plan to answer a question relating to grouping and classifying rocks. 	<p>Topic: Light Knowledge:</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Begin to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can independently ask a scientific question and plan which type of enquiry is needed to carry this out. I can select measuring equipment and take measurements with increasing accuracy, repeating readings if necessary. I can use a table to record my measurements, using this data to answer my question. I can take repeat readings if necessary. 	<p>Topic: Light Knowledge:</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them using key subject vocabulary. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can ask my own question and plan the most appropriate way to answer. I can select measuring equipment and take accurate and precise, repeating readings if necessary. I can use a table to record my measurements, using this data to answer my question. I can make decisions such as repeating readings, increasing sample size or changing time/frequency.
	Autumn 2	<p>Topic: States of matter Knowledge</p> <ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases. I can observe that some materials change state when they are heated or cooled, and research the temperature at which this happens in degrees Celsius (°C). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can take measurements in standard units (°C, ml) I can record my findings using simple scientific language, drawings, labelled diagrams and tables. I can use my data to notice simple patterns 	<p>Topic: States of matter Knowledge</p> <ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases. I can observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C). I can identify the part played by evaporation and condensation in the water cycle, identifying where in the cycle these occur, and associate the rate of evaporation with temperature. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can take measurements in standard units (°C, ml) I can record my findings using simple scientific language, drawings, labelled diagrams and tables. I can use my data to notice naturally occurring patterns and casual relationships 	<p>Topic: Electricity Knowledge:</p> <ul style="list-style-type: none"> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can use recognised symbols when representing a simple circuit in a diagram. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can plan different types of enquiry to answer questions. I can select from a range of equipment to gather data/evidence. I can present my results in a range of ways e.g. oral, written, presentations and posters. 	<p>Topic: Electricity Knowledge:</p> <ul style="list-style-type: none"> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can consistently use recognised symbols when representing a simple circuit in a diagram. <p>Working Scientifically</p> <ul style="list-style-type: none"> I can select independently from a range of equipment to gather data/evidence. I can communicate my findings orally and in written form using relevant scientific language. I can make decisions on how to record data.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

‘Rooted and Grounded in Love’ (Ephesians 3:16)