Worlingham CEVC Primary School

End of Unit Outcomes in Science– Year B

	Term	Year 3	Year 4	Year 5	Year 6
Year B	Autumn 1	**Topic Name: Electricity** **Knowledge** I can • Identify dangers of electricity • Identify at least 5 common appliances that run on electricity. • Construct a simple series circuit, using and naming components. **Working Scientifically** I can • answer questions posed by the teacher • ask my own questions using prior knowledge and answer them based on evidence I have collected • begin to make decisions for myself about how to answer a question. • I can, with some support, partake in a simple fair test.	**Topic Name: Electricity** **Knowledge** I can • Identify dangers of electricity, explaining why it is a hazard • Identify a wide range of common appliances that run on electricity. • Construct a simple series circuit, using and naming components. **Working Scientifically** I can • answer questions posed by the teacher • ask my own questions using prior knowledge and answer them based on evidence I have collected • Decide on the best equipment and method to gather evidence to answer a question • I can partake in a simple fair test.	**Topic Name: Properties and Changes of Materials** **Knowledge** I can • Compare and group together everyday materials on the basis of their properties, with some attempt to use scientific vocabulary to define the groups. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated. **Working Scientifically** I can • chose the type of enquiry to carry out, and can explain my choices. • Take measurements, using a range of scientific equipment. • answer a question based on my observations and measurements • use a range of methods to record measurements (tables, tally, bar chart, scatter graph e.t.c)	**Topic Name: Properties and Changes of Materials** **Knowledge** I can • Compare and group together everyday materials on the basis of their properties, using scientific vocabulary to define the groups. • Know that some materials will dissolve in liquid to form a solution, and explain how to recover a substance from a solution using scientific vocabulary. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. **Working Scientifically** I can • Select and plan the most appropriate way to answer enquiries/questions • Decides on which observation or measurement to make and for how long. • Answers questions based on their findings, raising further questions that could be investigated, based on my results • use a range of methods to record measurements (tables, tally, bar chart, scatter graph e.t.c)
	Autumn 2	**Topic Name: Electricity** **Knowledge** I can • Identify whether or not a bulb will light up in a circuit and explain my reasoning. • Explain the purpose of a switch and begin to describe how it works. • Recognise at least 5 conductors and 5 insulators, and associate metals with being conductors. **Working Scientifically** I can • follow a plan to carry out a comparative test to answer a posed question. • Use results to draw simple conclusions and suggest improvements. • select from a range of equipment to investigate a question.	**Topic Name: Electricity** **Knowledge** I can • Identify whether or not a bulb will light up in a circuit and explain my reasoning, identifying errors in the circuit and correcting them. • Explain the purpose of a switch and explain how it works, using scientific vocabulary. • Recognise a range of conductors and insulators, and associate metals with being conductors. **Working Scientifically** I can • follow a plan to carry out a comparative test to answer a posed question showing greater independence. • Use results to draw simple conclusions and suggest improvements, raising further questions that could be investigated. • select from a range of practical equipment to investigate a question.	**Topic Name: Properties and Changes of Materials** **Knowledge** I can • Give reasons for the particular uses of everyday materials (metals, wood and plastic). • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes are irreversible and list 2 examples. **Working Scientifically** I can • Use photos, videos, labelled diagrams, observational drawings, and explanations using key scientific vocabulary to record my observations. • identify limitations of my enquiries. • Select from a range of resources to gather evidence.	**Topic Name: Properties and Changes of Materials** **Knowledge** I can • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials (metals, wood and plastic). • Demonstrate that dissolving, mixing and changes of state are reversible changes, explaining how to reverse them using scientific vocabulary. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, listing examples of irreversible changes. **Working Scientifically** I can • Use photos, videos, labelled diagrams, observational drawings, and explanations using key scientific vocabulary to record my observations. • Select from a range of resources to gather evidence. • Carry our fair tests, recognising and controlling variables.