Worlingham CEVC Primary School

End of Unit Outcomes in Science– Year B

	Term	Year 3	Year 4	Year 5	Year 6
Year B	Spring 1	**Topic Name: Animals, including humans** **Knowledge** I can • explain that animals and humans need the right types and amount of nutrition and that this comes from their diet. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the functions of 4 parts of the digestive system in humans. • Identify the different types of teeth in humans and describe their functions. **Working Scientifically** I can • identify what secondary research is • with guidance, report on findings from enquiries through my discussions and conclusions • take measurements using standard units (cm/m) and begin to decide how best to record these results • begin to use my data to notice patterns and relationships.	**Topic Name: Animals, including humans** **Knowledge** I can • explain which food groups a human need and begin to describe the amounts of each, understanding that this comes from their diet. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the functions of at least 5 parts of the digestive system in humans, using scientific vocabulary to explain. • Identify the different types of teeth in humans and explain their functions using key scientific vocabulary. **Working Scientifically** I can • identify what secondary research is and identify when this is needed to answer a question • Report on findings from enquiries through my discussions and conclusions • take measurements with accuracy using standard units (cm/m) and begin to decide how best to record these results • use my data to notice patterns and relationships.	**Topic Name: Animals, including humans** **Knowledge** I can • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. **Working Scientifically** I can • Independently ask relevant questions based on my prior knowledge, and plan a scientific enquiry to answer my question. • I can identify when questions require a secondary source and cannot be answered through practical. • I can take measurements with increased accuracy, taking repeat measurements when appropriate. • I can use my results to raise further questions and make new predictions.	**Topic Name: Animals, including humans** **Knowledge** I can • Identify and name the main parts of the human circulatory system, and accurately describe the functions of the heart, blood vessels and blood using key scientific vocabulary in my explanations. • Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans, using key vocabulary in my explanations. **Working Scientifically** I can • Independently ask relevant questions based on my prior knowledge about the scientific phenomena I am studying, and plan the most appropriate scientific enquiry to answer my question. • Use a wide range of secondary sources of information • make decisions during an experiment on how to make my enquiry fair and thorough (e.g. repeat readings, increase sample sizes, adjust time periods, change frequency of checking) • I can evaluate my choice of methods and accuracy of measurements.
	Spring 2	**Topic Name: Living things and their habitats** **Knowledge** I can • group living things in a variety of ways. • use classification keys to help group, identify and name some living things • Recognise that environments can change and that this can sometimes be dangerous for living things. • Construct a simple food chain, identifying producers, predators and prey. **Working Scientifically** I can • identify what secondary research is • with guidance, report on findings from enquiries through my discussions and conclusions • take measurements using standard units (cm/m) and begin to decide how best to record these results • begin to use my data to notice patterns and relationships.	**Topic Name: Living things and their habitats** **Knowledge** I can • group living things in a variety of ways, explaining my reasoning clearly using scientific vocabulary. • use classification keys to help group, identify and name a variety of living things • Recognise a range of ways that environments can change and explain how can sometimes be dangerous for living things. • Construct and understand a variety of food chains, identifying producers, predators and prey. **Working Scientifically** I can • identify what secondary research is and identify when this is needed to answer a question • Report on findings from enquiries through my discussions and conclusions • take measurements with accuracy using standard units (cm/m) and begin to decide how best to record these results • use my data to notice patterns and relationships.	**Topic Name: Living things and their habitats** **Knowledge** I can • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. **Working Scientifically** I can • use tables, Venn diagrams, Carroll diagrams and classification keys to group and classify living things. • Describe and evaluate scientific ideas using evidence from a range of sources (diagrams, secondary research, videos, famous scientists) • Present my ideas in oral and written forms to communicate my understanding • I can discuss how my ideas have adapted/changed due to evidence collected.	**Topic Name: Living things and their habitats** **Knowledge** I can • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. **Working Scientifically** I can • use tables, Venn diagrams, Carroll diagrams and classification keys to group and classify living things. • Describe and evaluate my own and other people's scientific ideas using evidence from a range of sources (diagrams, secondary research, videos, famous scientists) • Communicate my findings to an audience using relevant scientific vocabulary. • I can discuss how my ideas have adapted/changed due to evidence collected.