



WORLINGHAM CEVC PRIMARY SCHOOL

END OF UNIT OUTCOMES IN SCIENCE – SUMMER YEAR A



	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
YEAR A	Summer 1	<p>Light</p> <ul style="list-style-type: none"> I recognise that I need light in order to see things and that dark is the absence of light. I notice that light is reflected from surfaces. I recognise that light from the sun can be dangerous and that there are ways to protect my eyes. I recognise that shadows are formed when the light from a light source is blocked by an object. I can find patterns in the way that the size of shadows change. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can consider my prior knowledge when asking questions. I can identify patterns and notice similarities and differences in data. 	<p>Light</p> <ul style="list-style-type: none"> I recognise that I need light in order to see things and that dark is the absence of light. I notice that light is reflected from surfaces. I recognise that light from the sun can be dangerous and that there are a range of ways to protect themselves. I recognise that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of shadows change, using knowledge gained to help me to explain reasons. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can consider my prior knowledge when asking questions. I can identify patterns and notice similarities and differences in data. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can use photographs, videos, labelled diagrams, observational drawings, labelled diagrams and writing to record observation. I can use tables, Venn diagrams, Carroll diagrams and classification keys. <p>I can evaluate the accuracy of my methods.</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can use photographs, videos, labelled diagrams, observational drawings, labelled diagrams and writing to record observation. I can use tables, Venn diagrams, Carroll diagrams and classification keys. I can identify casual relationships and patterns. <p>I can evaluate the accuracy of my methods and choices.</p>
	Summer 2	<p>Sound</p> <ul style="list-style-type: none"> I can identify how sounds are made, and with guidance associating some of them with something vibrating. I recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I recognise that sounds get fainter as the distance from the sound source increases. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can identify the type of enquiry I am using. With guidance, I can answer questions based on my observations or secondary information. 	<p>Sound</p> <ul style="list-style-type: none"> I can identify how sounds are made, associating them with something vibrating. I recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. <p>I recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can identify when a secondary source is required. I can answer questions based on my observations or secondary information. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can use my enquiries to raise further questions and predictions. I can report and present my findings through conclusions, explanations and degree in trust of evidence. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can explain findings using specific subject knowledge. I can use my enquiries to raise further questions and predictions. I can describe and evaluate my own and other people's scientific ideas using evidence gathered.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

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