



END OF UNIT OUTCOMES IN SCIENCE— YEAR B

	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
YEAR B	Summer 1	<p>Topic Name: Plants knowledge I can</p> <ul style="list-style-type: none"> label the parts of a flowering plant and describe the functions: (roots, stem/trunk, leaves and flowers) explore the requirements of plants for life and growth and begin to understand how this varies from plant to plant investigate the way in which water is transported within plants <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Make increasingly careful observations begin to decide how best to record data record findings using simple scientific language, drawings, labelled diagrams, charts and tables 	<p>Topic Name: Plants knowledge I can</p> <ul style="list-style-type: none"> label the parts of a flowering plant and describe the functions using key scientific vocabulary: (roots, stem/trunk, leaves and flowers) explore the requirements of plants for life and growth and explain how they vary from plant to plant investigate the way in which water is transported within plants <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Make systematic and careful observations to support my recording make decisions on how to best record data record findings using scientific language, drawings, labelled diagrams, charts and tables 	<p>Topic Name: Earth and Space Knowledge I can</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Report and present ideas in oral and written forms. Present findings from enquiries through conclusions and explanations. Independently ask relevant questions based on my prior knowledge, and plan a scientific enquiry to answer my question. Answer questions based on secondary information. 	<p>Topic Name: Earth and Space Knowledge I can</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Report and present ideas in oral and written forms. Present findings from enquiries through conclusions and explanations. Explain my findings clearly using key scientific vocabulary and subject knowledge. Raise further questions that could be investigated based on evidence and subject knowledge
	Summer 2	<p>Topic Name: Plants Knowledge I can</p> <ul style="list-style-type: none"> classify and group plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Notice similarities, differences and patterns in data collected Identify the type of enquiry I am using to answer a question 	<p>Topic Name: Plants Knowledge I can</p> <ul style="list-style-type: none"> classify and group plants, explaining my reasoning using simple scientific language explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Notice similarities, differences and patterns in data collected Identify the type of enquiry I am using to answer a question Answer questions based on observations and measurements 	<p>Topic Name: Forces Knowledge I can</p> <ul style="list-style-type: none"> Explain that objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Look for patterns and relationships in data. Select measuring equipment which will give the most precise answer, taking repeat readings if required for accuracy. Evaluate the accuracy of my methods and identify limitations of my experiment. Record data and results of increasing complexity. 	<p>Topic Name: Forces Knowledge I can</p> <ul style="list-style-type: none"> Explain, using a labelled diagram, that objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces, explaining the effects using key scientific vocabulary. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Working Scientifically I can</p> <ul style="list-style-type: none"> Evaluate my choice of method and the accuracy of my experiments, identifying limitations that reduce the trust I have in my evidence. Actively look for patterns and relationships in data. Make decisions independently on how to record data, and record data of increasing complexity. Select and use a range of equipment to take accurate and precise measurements and readings.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

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