

**My Progress Goals – Science**

Name: \_\_\_\_\_



I can use straightforward scientific evidence to answer questions or support findings			I can classify magnetic and non-magnetic materials	I can use straightforward scientific evidence to answer questions or support findings			I can recognise common conductors and insulators and associate metals with being good conductors
I can identify differences, similarities and changes in simple scientific processes			I can make observations and predictions about magnetic and non-magnetic materials	I can identify differences, similarities and changes in simple scientific processes			I can identify whether a lamp will light in a simple circuit and how a switch opens and closes a circuit
I can use results to draw simple conclusions	I know humans and some other animals have skeletons for protection, support and movement		I can compare magnetic forces with other forces and describe a magnet as having two poles	I can use results to draw simple conclusions and make predictions for new values	I can construct and interpret a variety of food chains – producers, predators and prey	I can investigate the rate of evaporation and associate this with temperature	I can construct a simple circuit and name the basic parts – cells, wires, bulbs, switches, buzzers
I can report on findings from enquiries	I know animals, including humans, cannot make their own food		I can compare movement on different surfaces	I can report on findings from enquiries	I can identify different types of teeth and their functions	I can identify the part played by evaporation and condensation in the water cycle	I can identify common electrical appliances
I can record findings using simple scientific language, diagrams, charts, keys and tables	I know, animals, including humans, need the right kind and amount of nutrition		I can find patterns in the way that shadows change size	I can record findings using simple scientific language, diagrams, charts, keys and tables	I can describe the basic functions of the digestive system		I can recognise that sounds get fainter as the distance from the source increases
I can gather, record, classify and present data to help answer a question	I can explore the part which flowers play in the lifecycle of plants, including pollination, seed dispersal and formation		I can describe how shadows are formed	I can gather, record, classify and present data to help answer a question	I recognise that environments can change and this can pose a danger to living things	I can measure or research the temperature at which materials change state in degrees Celsius	I can find patterns between the volume of a sound and the strength of the vibrations
I can make systematic and accurate observations with a range of equipment	I can investigate the way in which water is transported within plants	I recognise that soils are made from rocks and organic matter	I understand that sunlight can be dangerous and that eyes must be protected	I can take accurate measurements with a range of equipment	I can use classification keys to group, identify and name a variety of living things – wider environment	I can observe that some materials change state when they are heated or cooled	I can find patterns between pitch and the features of the object that made the sound
I can set up simple enquiries and comparative tests	I can explore the requirements for life and growth in plants	I can describe in simple terms how fossils are formed	I can observe how light is reflected from surfaces	I can use different types of scientific enquiries to answer my questions	I can use classification keys to group, identify and name a variety of living things - local		I can recognise that vibrations from sounds travel through a medium to the ear
I can ask relevant questions	I can identify and describe the functions of different parts of a flowering plant	I can compare and group rocks using appearance and simple physical properties	I recognise that I need light to see and that darkness is the absence of light	I can ask relevant questions	I recognise that living things can be grouped in a variety of ways	I can compare and group materials – solids, liquids and gases	I can identify how sounds are made
Working Scientifically	Plants/Animals	Rocks	Light/Forces & Magnets	Working Scientifically	Living things/Animals	States of Matter	Sound/Electricity
	Biology	Chemistry	Physics		Biology	Chemistry	Physics
YEAR 3				YEAR 4			