



- asking relevant questions and using different types of scientific enquiries to answer them.
- setting up simple practical enquiries, comparative and fair tests.
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- identifying differences, similarities or changes related to simple scientific ideas and processes.
- using straightforward scientific evidence to answer questions or to support their findings.

<p><u>Plants</u> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>investigate the way in which water is transported within plants.</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>Animals (including humans)</u> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Rocks</u> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p><u>Light</u> recognise that they need light in order to see things and that dark is the absence of light.</p> <p>notice that light is reflected from surfaces.</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>find patterns in the way that the size of shadows change.</p>	<p><u>Forces and Magnets</u> compare how things move on different surfaces.</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>observe how magnets attract or repel each other and attract some materials and not others.</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>describe magnets as having 2 poles,</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
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