

My Science Targets

Name:



| Science Year 3 & 4 - Statutory requirements | | WT | Met |
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| Working Scientifically | | | |
| 1 | I can ask relevant questions and using different types of scientific enquiries to answer them. | | |
| 2 | I can set up simple practical enquiries, comparative and fair tests. | | |
| 3 | I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. | | |
| 4 | I can gather, record, classify and present data in a variety of ways to help in answering questions. | | |
| 5 | I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. | | |
| 6 | I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | | |
| 7 | I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | | |
| 8 | I can identify differences, similarities or changes related to simple scientific ideas and processes. | | |
| 9 | I can use straightforward scientific evidence to answer questions or to support their findings. | | |
| Plants | | | |
| 10 Y3 | I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | | |
| 11 Y3 | I can 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. | | |
| 12 Y3 | I can investigate the way in which water is transported within plants. | | |
| 13 Y3 | I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | |
| Living things and their habitats | | | |
| 14 Y4 | I can recognise that living things can be grouped in a variety of ways. | | |
| 15 Y4 | I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | | |
| 16 Y4 | I can recognise that environments can change and that this can sometimes pose dangers to living things. | | |
| Animals, including humans | | | |
| 17 Y3 | I can 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. | | |
| 18 Y3 | I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. | | |
| 19 Y4 | I can describe the simple functions of the basic parts of the digestive system in humans | | |
| 20 Y4 | I can identify the different types of teeth in humans and their simple functions | | |
| 21 Y4 | I can construct and interpret a variety of food chains, identifying producers, predators and prey. | | |
| Rocks | | | |
| 22 Y3 | I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. | | |

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| 23 Y3 | I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. | | |
| 24 Y3 | I can recognise that soils are made from rocks and organic matter. | | |
| States of matter | | | |
| 25 Y4 | I can compare and group materials together, according to whether they are solids, liquids or gases. | | |
| 26 Y4 | I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). | | |
| 27 Y4 | I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | |
| Light | | | |
| 28 Y3 | I can recognise that they need light in order to see things and that dark is the absence of light. | | |
| 29 Y3 | I can notice that light is reflected from surfaces. | | |
| 30 Y3 | I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. | | |
| 31 Y3 | I can recognise that shadows are formed when the light from a light source is blocked by a solid object. | | |
| 32 Y3 | I can find patterns in the way that the size of shadows change. | | |
| Sound | | | |
| 33 Y4 | I can identify how sounds are made, associating some of them with something vibrating. | | |
| 34 Y4 | I can recognise that vibrations from sounds travel through a medium to the ear. | | |
| 35 Y4 | I can find patterns between the pitch of a sound and features of the object that produced it. | | |
| 36 Y4 | I can find patterns between the volume of a sound and the strength of the vibrations that produced it. | | |
| 37 Y4 | I can recognise that sounds get fainter as the distance from the sound source increases. | | |
| Forces and Magnets | | | |
| 38 Y3 | I can compare how things move on different surfaces. | | |
| 39 Y3 | I can notice that some forces need contact between two objects, but magnetic forces can act at a distance. | | |
| 40 Y3 | I can observe how magnets attract or repel each other and attract some materials and not others. | | |
| 41 Y3 | I can 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. | | |
| 42 Y3 | I can describe magnets as having two poles. | | |
| 43 Y3 | I can predict whether two magnets will attract or repel each other, depending on which poles are facing. | | |
| Electricity | | | |
| 44 Y4 | I can identify common appliances that run on electricity. | | |
| 45 Y4 | I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. | | |
| 46 Y4 | I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. | | |
| 47 Y4 | I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | | |
| 48 Y4 | I can recognise some common conductors and insulators, and associate metals with being good conductors. | | |