

Science Seal/ Beaver cycle B

These are the targets on which I am currently working: Yr 2/3/4/5/6 level

	Objectives:	Pupil:	Teacher:
Term 1 Rocks			
	I can identify and classify different materials.		
	I can identify different rocks based on their appearance.		
	I can compare and group together different kinds of rocks.		
	I can describe in simple terms how fossils are formed.		
	I can recognise that soils are made from rocks and organic matter.		
	I can explore different kinds of rocks in my environment and how they have changed over time.		
	I can discuss how chemical changes impact our lives (e.g. cooking)		
	I can understand how fossils provide information about living things from millions of years ago.		
Term 2 Sound	I can create a mixture of sounds (long, short, loud, quiet, high, low.)		
	I can create short musical patterns and choose sounds to create effect.		
	I can recognise that sounds get fainter as the distance from the sound increases.		
	I can identify how sounds are made, associating them with something vibrating.		
	I can find patterns between pitch of sound and features of the object that produced it. (volume of a sound and strength of the vibration.)		
	I can find patterns in the sounds made from different objects.		
	I can suggest ways to keep my ears healthy and explain things that can be harmful to hearing.		
	I can understand how humans have adapted to suit our environment with regards to ears and hearing.		
Term 3 Materials	I can find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.		
	I can identify the suitability of a variety of materials for particular uses.		
	I can identify and classify different materials with thought to uses of materials in everyday life and whether it is suitable for its purpose or not.		
	I can suggest ways to group different materials using my own ideas.		
	I can observe that some materials may change state when they are heated or cooled.		
	I can explain that some materials will dissolve in liquid to form a solution.		
	I can describe the differences between solids, liquids and gases.		
	I can explore both reversible and irreversible changes.		
I can research the significance of scientists.			

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Term 4 Forces	I can think of some unusual and creative uses for everyday materials.		
	I can compare how things move on different surfaces.		
	I can explore how magnetic forces act at a distance.		
	I can identify some magnetic materials and group them based on if they are magnetic or not.		
	I can describe how magnets have two poles and can predict if they will repel or attract depending on where the poles are facing.		
	I can draw a pictorial representation of magnets attracting and repelling.		
	I can explain that unsupported objects fall towards the Earth because of gravity.		
	I can identify the effects of air resistance (how objects fall etc.) friction (on movement) and water resistance.		
	I can understand how scientists (Galileo and Newton) helped to develop the theory of gravitation.		
Term 5/6 Animals inc humans (evolution/ inheritance) (evolution/inheritance.)	I can notice that animals including humans have offspring which grow into adults.		
	I can describe the basic needs of animals including humans for survival.		
	I can measure and observe how different animals grow including reproduction.		
	I can identify that animals need the right type and amount of nutrition.		
	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.		
	I can identify and understand that different parts of the human body have special functions.		
	I can describe the simple functions of the digestive system in humans. I can identify the different types of teeth and their function. I can identify producers, predators and prey. (And compare their teeth.)		
	I can describe the life cycles of a range of animals. (Describe differences.) I can research the world of naturalists and animal behaviourists. I can draw a timeline to indicate stages in growth and development of humans. I can describe the heart, blood vessels and blood. I can recognise the impact of diet, drugs, exercise and lifestyle has on the human body and it's health.		
	Scientific skills	I can perform simple tests and experiments using varied equipment.	
I can record data.			
I can (with support) ask relevant questions about what I observed.			
I can start to make accurate measurements.			
I can begin to ask me own questions about the world around me.			
I can (with support) use results to make predictions, look for changes and patterns, and identify differences.			
I can begin to use scientific language/ vocabulary.			
I can set up a comparative fair test.			
I can analyse results and suggest improvements.			
I can group sort and classify using my own criteria.			
I can use scientific evidence to support answers.			
I can recognise and control variables in experiments.			
I can identify patterns in my natural environment.			
I can systematically explore and analyse results.			

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Comments and achievements: