Science — I can Statements

4

Highlight secure statements only   autumn term = orange   spring term = green   summer term= yellow

Working Scientifically	Biology – Living things in their environment, Animals including humans	Chemistry – States of matter	Physics – Sound, Electricity
I can ask relevant questions and use scientific enquiries to answer them	I can recognise that living things can be grouped in a variety of ways	I can compare and group materials together, according to whether they are solids, liquids or gases	I can identify common appliances that run on electricity
I can set up simple practical enquiries, comparative and fair tests	I can explore and use classification keys to help group, identify and name a variety of living things in a local environment	I can observe that some materials change state when they are heated or cooled	I can construct a simple series electrical circuit, identifying and naming basic parts: cells, wires, bulbs, switches and buzzers
I can make systematic and careful observations and take accurate measurements using scientific equipment (including thermometers) to measure accurately in standard units	I can explore and use classification keys to help group, identify and name a variety of living things in a wider environment	I can measure or research the temp. at which some materials change state in degrees C^o	I can identify whether or not a bulb will light in a simple circuit
I can gather, record, classify and present data in a variety of ways to help in answering questions	I can recognise that environments can change and that this can sometimes pose dangers to living things	I can identify the part played by evaporation and condensation in the water cycle	I can recognise that a switch opens and closes a circuit and whether or not the lamp will light as a result
I can record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.	I can describe the simple functions of the basic parts of the digestive system in humans	I can associate the rate of evaporation with temperature	I can recognise simple conductors and insulators and associate metals with being good conducters
I can explain what I have found out/ why things have happened using speaking, writing, displays and presentations and conclusions.	I can identify the different types of teeth in humans and their simple functions		I can identify how sounds are made, associating some of them with something vibrating
I can use results to draw simple conclusions ad suggest improvements and make predictions for further questions	I can construct and interpret a variety of food chains		I can recognise that vibrations from sounds travel through a medium to the ear
I can identify differences, similarities or changes related to specific ideas	I can identify producers, predators and prey		I can find patterns between the pitch and volume of a sound and the features of the object that produced it or the strength of the vibrations
I can use scientific evidence to answer questions and support my findings			I can recognise sounds get fainter as the distance from the sound source increases

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Overall Assessment

Date: Judgement:

WTS (working towards the expected standard); **EXS** (working at the expected standard);

GDS (working at greater depth within the expected standard)