Capenhurst CE Primary
National Curriculum 2014 – Science (LKS2 – Years 3 & 4)

Coverage of Science LKS2 objectives – Year A

KS2	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year A)	**Y4 POS – States of Matter** I can compare and group materials together, according to whether they are solids, liquids or gases. 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). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working Scientifically** I can set up a simple test. I can set up fair tests. I can use a thermometer to take accurate measurements. I can use a data logger to take accurate measurements. I can record using labelled diagrams. I can use results to draw simple conclusions. I can report on findings using written explanations. I can use straightforward scientific evidence to answer questions or support findings. **Y3 POS - Rocks** I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter. **Working Scientifically** I can set up a comparative test. I can make careful observations. I can measure using beakers and syringes. I can present information in a branching key. I can record data using a table. I can record using a scatter graph. I can report findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions. I can use evidence to answer questions or to support my findings.			

Spring Term (Year A)	**Y3 POS – Forces and Magnets** I can compare how things move on different surfaces. I can notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. 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. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. **Working Scientifically** I can set up a simple fair test. I can make systematic and careful observations. I can record using a bar chart. I can use results to draw simple conclusions. I can identify changes related to scientific ideas. I can provide an oral explanation of findings. **Y3 POS – Light** I can recognise that they need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows changes. **Working Scientifically** I can set up a simple fair test. I can make systematic and careful observations. I can record using drawings. I can record using a bar chart. I can make predictions for further values.			

Summer Term (Year A)	**Y4 POS – Sound** I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. **Working Scientifically** I can use a scientific enquiry to answer a question. I can set up a simple practical enquiry. I can set up simple fair tests. I can they use systematic and careful measurements with a data logger. I can record using labelled diagrams. I can report findings using written explanations from an enquiry. I can identify differences, similarities or changes related to simple scientific ideas. **Y3 POS – Plants (focus on plants and their needs and how they grow)** I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. I can investigate the way in which water is transported within plants. **Working Scientifically** I can set up a simple practical enquiry. I can make systematic and careful observations. I can gather and record data. I can record using a bar chart. I can use results to draw simple conclusions. I can use scientific evidence to answer questions or support findings.			