



**Coverage of Science UKS2 objectives – Year A**

KS2	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year A)	<p><b>Y5 POS – Earth and Space</b>            I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.            I can describe the movement of the Moon relative to the Earth.            I can describe the Sun, Earth and Moon as approximately spherical bodies.            I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b>Working Scientifically</b>            I can plan a scientific enquiry to answer a question.            I can record a presentation of an explanation.</p> <p><b>Y6 POS – Light</b>            I can recognise that light appears to travel in straight lines.            I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.            I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.            I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Working Scientifically</b>            I can plan a fair test by recognizing and controlling the variables.            I can plan a scientific enquiry to answer a question.            I can use test results to make predictions to set up further comparative tests.            I can use scientific evidence to support or refute an idea.            I can explain the degree of trust that can be had in results.</p>			



<p>Spring Term (Year A)</p>	<p><b>Y6 POS – Living things and their habitats</b></p> <p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Working Scientifically</b></p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bar and line graphs.</p> <p>I can identify scientific evidence that has been used to support or refute an idea.</p> <p><b>Y6 POS – Evolution and inheritance</b></p> <p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>Working Scientifically</b></p> <p>I can plan an enquiry that will answer a question.</p> <p>I can recognise which secondary sources will be most useful to research ideas.</p> <p>I can measure using a data-logger.</p> <p>I can record data in a table.</p> <p>I can present findings from an enquiry.</p> <p>I can identify evidence used to support or refute ideas or arguments.</p>			
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<b>Summer Term (Year A)</b>	<p><b>Y5 POS – Animals, including humans</b> I can describe the changes as humans develop to old age.</p> <p><b>Working Scientifically</b> I can raise different types of questions. I can record using line graphs. I can communicate using a table and scatter graph. I can present conclusions. I can use evidence to refute or support ideas.</p> <p><b>Y6 POS - Animals including humans</b> I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Working Scientifically</b> I can plan a pattern-seeking enquiry. I can record using line graphs. I can report causal relationships. I can present findings from enquiries.</p>			
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