



Coverage of Science UKS2 objectives – Year B

KS2	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year B)	<p>Y5 POS - Living things and their habitats I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals.</p> <p>Working Scientifically I can plan the correct enquiry to answer a question. I can recognise which secondary sources will be most useful in their research. I can use scientific diagrams and labels. I can explain findings.</p>			



<p>Spring Term (Year B)</p>	<p>Y6 POS - Electricity</p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p> <p>Working Scientifically</p> <p>I can plan a fair test by recognising the control variables.</p> <p>I can use predictions to set up fair tests.</p> <p>I can take repeat measurements with precision using a data-logger.</p> <p>I can explain the degree of trust that can be had in results.</p> <p>Y5 POS - Properties & changes of materials</p> <p>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Working Scientifically</p> <p>I can plan a fair test, identifying the control variables.</p> <p>I can plan a scientific enquiry that will answer a question.</p> <p>I can record using a line-graph.</p> <p>I can measure accurately using a data-logger.</p> <p>I can measure accurately using a thermometer.</p> <p>I can report and present findings including conclusions, causal relationships and explanations.</p> <p>I can test results to make predictions to set up further comparative and fair tests.</p> <p>I can evaluate an enquiry in terms of the degree of trust one can have in it.</p>			
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Summer Term (Year B)	<p>Y5 POS - Forces</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Working Scientifically</p> <p>I can plan a fair test, identifying the control variables.</p> <p>I can take repeated accurate measurements using a stopwatch.</p> <p>I can test results to make predictions to set up further fair-tests.</p> <p>I can identify evidence used to support or refute ideas or arguments.</p> <p>I can explain the degree of trust in results.</p>			
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