

**Year 3 & 4 Science Assessment Cycle 2**

<b>KS2 Working Scientifically</b>	<b>E</b>	<b>D</b>	<b>S</b>	<b>M</b>	<b>KS2 Scientific Knowledge</b>	<b>E</b>	<b>D</b>	<b>S</b>	<b>M</b>
Asks relevant questions and uses different types of scientific enquiry to answer questions.					<b>Autumn</b>				
Sets up simple practical enquiries, comparative and fair tests.					Describes the simple parts of the basic parts of the human digestive system.				
Makes systematic and careful observations and, where appropriate, takes accurate measurements using standard units, using a range of equipment, including thermometers & data loggers					Identifies the different types of teeth in humans and their simple functions.				
Gathers, records, classifies and presents data in a variety of ways to help in answering questions.					Identifies that animals, including humans, need the right types and amount of nutrition from the food that they eat, because they do not make their own food.				
Records findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.					Use classification keys to help group, identify and name a variety of living things in their local and wider environment.				
Reports on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.					Identify and name a variety of living things in their local and wider environment.				
Uses results to draw simple conclusions, make predictions, suggest improvements and raise questions.					Compare how things move on different surfaces.				
Identifies differences, similarities or changes related to simple scientific ideas and processes					Understand the difference between the forces push and pull.				
					Notices that some forces need contact between 2 objects, but magnetic forces act at a distance.				
Uses straightforward scientific evidence to answer questions or to support their findings.					<b>Spring</b>				
					Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.				
Uses appropriate scientific vocabulary in their explanations.					Understand what plants need for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant and how environmental factors can affect this.				
					Understand the role of flowers in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.				
					Use classification keys to help group, identify and name a variety of living things in their local and wider environment.				
					Recognise that environments can change and that this can sometimes pose dangers to living things.				
					Identify and explain the difference between solids, liquids and gases.				
					Compare and group materials based on whether they are solids, liquids or gases.				
					Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.				
					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)				
					<b>Summer</b>				
					Recognise that humans need light in order to see things and that darkness is the absence of light.				
					Understand that light from the sun can be dangerous and that there are ways to protect their eyes and skin.				
					Understands that light is reflected from surfaces.				
					Understands the difference between opaque, translucent and transparent materials and can explain how much light each material lets through.				
					Shadows are formed when light from a light source is blocked by an opaque object.				
					Identify common appliances that run on electricity.				
					Construct a simple series electrical circuit, identifying and naming its basic parts, including cell, wires, bulbs, switches and buzzers.				
					Identify whether a bulb will light in a complete or incomplete circuit.				
					Understands how to use electricity safely.				