

- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
 - I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 - I can identify differences, similarities or changes related to simple scientific ideas and processes
- I can use straightforward scientific evidence to answer questions or to support their findings.

Plants	Animals Including Humans	Rocks	Light
<ul style="list-style-type: none"> • 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 • I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> • I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can recognise that they order to see things and absence of light • I can notice that light is r surfaces • I can recognise that light be dangerous and that to protect their eyes • I can recognise that sha when the light from a li blocked by a solid obje • I can find patterns in the of shadows change.

Guidance

Plants	Animals Including Humans	Rocks	Light
<p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p>	<p>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p>	<p>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p>	<p>Pupils should explore what light reflects off a mirror or r surfaces, including playing help them to answer questi light behaves. They should it is important to protect the bright lights. They should lc measure, shadows, and fin are formed and what might shadows to change.</p> <p>Note: Pupils should be war safe to look directly at the S wearing dark glasses.</p>

into coloured water and observing how water travels up the stem to the flowers.

means based on what they find out.

are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.