EBJS Foundation Subject Assessment Record for Science

Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2021 / 2022	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					

Science Key Skills in Year 3

Continuous Key Skills - Ask relevant scientific questions. - Use observations and knowledge to answer scientific questions. - Set up a simple enquiry to explore a scientific question. - Set up a test to compare two things. - Set up a fair test and explain why it is fair. - Make careful and accurate observations, including the use of standard units. - Use equipment, including thermometers and data loggers to make measurements. - Gather, record, classify and present data in different ways to answer scientific questions. - Use diagrams, keys, bar charts and tables; using scientific language. - Use findings to report in different ways, including oral and written explanations, presentation. - Draw conclusions and suggest improvements. - Make a prediction with a reason. - Identify differences, similarities and changes related to an enquiry.	Rocks, soils and fossils - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Recognise that soils are made from rocks and organic matter. Food and our bodies - 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. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Forces and magnets - Compare how things move on different surfaces. - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. - Observe how magnets attract or repel each other and attract some materials and not others. - 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. - Describe magnets as having two poles. - Predict whether two magnets will attract or repel each other, depending on which poles are facing. The nappy challenge - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.	Light and shadow - Recognise that we need light in order to see things and that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the Sun can be dangerous and that there are ways to protect the eyes. - Recognise that shadows are formed when the light from a light source is blocked by a solid object. - Find patterns in the way that the sizes of shadows change. Plants - Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers. - 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. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including

		- Gather, record, classify and present data in a variety of ways to help in answering questions. - Ask relevant questions and use different types of scientific enquiries to answer them. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Set up simple practical enquiries, comparative and fair tests. - Use straightforward scientific evidence to answer questions or to support their findings.	pollination, seed formation and seed dispersal.

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Science Key Skills in Year 4

Continuous Key Skills
- Ask relevant scientific questions.
- Use observations and knowledge to answer scientific questions.
- Set up a simple enquiry to explore a scientific question.
- Set up a test to compare two things.
- Set up a fair test and explain why it is fair.
- Make careful and accurate observations, including the use of standard units.
- Use equipment, including thermometers and data loggers to make measurements.
- Gather, record, classify and present data in different ways to answer scientific questions.
- Use diagrams, keys, bar charts and tables; using scientific language.
- Use findings to report in different ways, including oral and written explanations, presentation.
- Draw conclusions and suggest improvements.
- Make a prediction with a reason. To identify differences, similarities and changes related to an enquiry.

Sound
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

Teeth and nutrition
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter
- Compare and group materials together, according to whether they are solids, liquids or gases.
- 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). - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Electricity
- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

Living things
- Recognise that living things can be grouped in a variety of ways.
- Explore and 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.

The big build
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

		- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators and associate metals with being good conductors.	- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

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Science Key Skills in Year 5

Continuous Key Skills - Plan different types of scientific enquiry. To control variables in an enquiry. - Measure accurate and precisely using a range of equipment. - Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - Use the outcome of test results to make predictions and set up a further comparative fair test. - Report findings from enquiries in a range of ways. - Explain a conclusion from an enquiry. - Explain causal relationships in an inquiry. - Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. - Read, spell and pronounce scientific vocabulary accurately.	Material world - 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. - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - Demonstrate that dissolving, mixing and changes of state are reversible changes. Amazing Changes - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,	Out of this world - Describe the movement of the Earth and other planets relative to the Sun in the Solar System. - Describe the movement of the Moon relative to the Earth. - Describe the Sun, Earth and Moon as approximately spherical bodies. - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Let's Get Moving - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Circle of Life - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. Growing Up and Growing Old - Describe the changes as humans develop to old age.

	including changes associated with burning and the action of acid on bicarbonate of soda.		

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Science Key Skills in Year 6

Continuous Key Skills
- Plan different types of scientific enquiry.
- Control variables in an enquiry.
- Measure accurate and precisely using a range of equipment.
- Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use the outcome of test results to make predictions and set up a further comparative fair test.
- Report findings from enquiries in a range of ways.
- Explain a conclusion from an enquiry.
- Explain causal relationships in an inquiry.
- Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- Read, spell and pronounce scientific vocabulary accurately.

Healthy bodies
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Light
- Recognise that light appears to travel in straight lines.
- 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.
- 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.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Evolution and inheritance
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Classifying living things
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

Electricity
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- 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.
- Use recognised symbols when representing a simple circuit in a diagram.

Titanic
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Report and present findings from enquiries, including conclusions, causal relationships

			and explanations of and degree of trust in results, in oral and written form