

OBJECTIVES and CHILD SPEAK TARGETS

SCIENCE Key Stage 2 Year 3, 4

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y3,4	Working Scientifically			
KS 2 Y3,4	Working Scientifically	Asking relevant questions and using different types of scientific enquiries to answer them.	<i>I can ask relevant questions and use different types of scientific enquiries to answer them.</i>	
KS 2 Y3,4	Working Scientifically	Setting up simple practical enquiries, comparative and fair tests.	<i>I can set up a practical fair test experiment to answer a scientific question.</i>	
KS 2 Y3,4	Working Scientifically	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	<i>I can make careful observations and record accurate measurements (for example in mm or g) using equipment or a data logger.</i>	
KS 2 Y3,4	Working Scientifically	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	<i>I can gather the data I need to answer a scientific question and then present them in an appropriate way (such as a table, grid or graph).</i>	
KS 2 Y3,4	Working Scientifically	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	<i>I can record my findings in labelled diagrams, keys, bar charts or tables.</i>	
KS 2 Y3,4	Working Scientifically	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	<i>I can report my conclusion from the data I have measured.</i>	
KS 2 Y3,4	Working Scientifically	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	<i>I use my results to draw a conclusion and make predictions or suggest improvements for answering a different question or repeating my test.</i>	
KS 2 Y3,4	Working Scientifically	Identifying differences, similarities or changes related to simple scientific ideas and processes.	<i>I can identify differences, similarities or changes when making comparisons in my experiments or scientific learning.</i>	
KS 2 Y3,4	Working Scientifically	Using straightforward scientific evidence to answer questions or to support their findings.	<i>I support my answers or conclusions by pointing out the scientific evidence.</i>	

SCIENCE Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y3	Plants			
KS 2 Y3	Plants	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	<i>I know the different parts of a flowering plant (roots, stem/trunk, leaves and flowers) and what each part does.</i>	
KS 2 Y3	Plants	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>I know what a plant needs to live and grow, and that some plants need more or less air, light, water, nutrients from the soil, and room to grow, depending on the plant variety.</i>	
KS 2 Y3	Plants	Investigate the way in which water is transported within plants.	<i>I can tell you how water is transported in a plant.</i>	
KS 2 Y3	Plants	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<i>I know that a flower is important in the life cycle of a plant as the flower helps the plant to pollenate, create a seed and then disperse the seed.</i>	
KS 2 Y3	Animals			
KS 2 Y3	Animals	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>I know that animals (including humans) need the right types of nutrition and they get nutrition from what they eat.</i>	
KS 2 Y3	Animals	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<i>I know that humans and some other animals have skeletons and muscles for support, protection and movement.</i>	
KS 2 Y3	Rocks			
KS 2 Y3	Rocks	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	<i>I can group and compare different rock types based on their appearance and properties.</i>	
KS 2 Y3	Rocks	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	<i>I know how fossils are formed.</i>	
KS 2 Y3	Rocks	Recognise that soils are made from rocks and organic matter.	<i>I know that soil is made from rocks and rotting materials such as leaves or plants.</i>	
KS 2 Y3	Light			
KS 2 Y3	Light	Recognise that they need light in order to see things and that dark is the absence of light.	<i>I understand that we need light to see things around us, and that if there is no light, then we have darkness.</i>	
KS 2 Y3	Light	Notice that light is reflected from surfaces.	<i>I know that light is reflected from surfaces.</i>	
KS 2 Y3	Light	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	<i>I know that light direct from the sun can be dangerous and our eyes should be protected.</i>	
KS 2 Y3	Light	Recognise that shadows are formed when the light from a light source is blocked by a solid object.	<i>I know that a shadow is made when light is blocked by an object.</i>	

KS 2 Y3	Light	Find patterns in the way that the size of shadows change.	<i>I can describe the pattern in the way a shadow changes when I move the object or the light.</i>	
KS 2 Y3	Forces			
KS 2 Y3	Forces	Compare how things move on different surfaces.	<i>I can describe how the same object may move differently on different surfaces - such as on a road, on ice, on a table or on the carpet.</i>	
KS 2 Y3	Forces	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	<i>I know that many forces need contact between objects to pass on a force (such as pushing or pulling an object), but some forces (such as magnetic forces or gravity) do not need to have contact.</i>	
KS 2 Y3	Forces	Observe how magnets attract or repel each other and attract some materials and not others.	<i>I know that magnets can attract and repel each other and that magnets attract some materials but not all materials.</i>	
KS 2 Y3	Forces	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.	<i>I can group together materials that are attracted by a magnet and others that are not. I know some materials that are always attracted to magnets.</i>	
KS 2 Y3	Forces	Describe magnets as having two poles.	<i>I know that magnets have two poles.</i>	
KS 2 Y3	Forces	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<i>I know that like poles on a magnet repel and opposite poles on magnets attract.</i>	