

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 4

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y4	Living Things Habitats			
KS 2 Y4	Living Things Habitats	Recognise that living things can be grouped in a variety of ways.	<i>I can group living things in many ways - such as their size, their appearance, their habitat or needs.</i>	
KS 2 Y4	Living Things Habitats	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	<i>I know how to use a classification key in science to identify an animal or plant.</i>	
KS 2 Y4	Living Things Habitats	Recognise that environments can change and that this can sometimes pose dangers to living things.	<i>I know that an environment may change over time, and this can be dangerous for the living things in the environment.</i>	
KS 2 Y4	Animals			
KS 2 Y4	Animals	Describe the simple functions of the basic parts of the digestive system in humans.	<i>I can describe some of the ways food is digested in the digestive system in humans.</i>	
KS 2 Y4	Animals	Identify the different types of teeth in humans and their simple functions.	<i>I know humans have different types of teeth and how each tooth type has a different job when eating.</i>	
KS 2 Y4	Animals	Construct and interpret a variety of food chains, identifying producers, predators and prey.	<i>When I build a food chain, I can tell you what are the producers, predators and prey.</i>	
KS 2 Y4	States of Matter			
KS 2 Y4	States of Matter	Compare and group materials together, according to whether they are solids, liquids or gases.	<i>I can describe the differences between solids, liquids or gases and use this to group materials.</i>	
KS 2 Y4	States of Matter	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).	<i>I know that some materials change to a different state when they are heated.</i>	
KS 2 Y4	States of Matter	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<i>I can talk about evaporation and condensation as parts of the water cycle and I know that more water evaporates when the temperature is higher.</i>	
KS 2 Y4	Sound			
KS 2 Y4	Sound	Identify how sounds are made, associating some of them with something vibrating.	<i>I know how sounds are made.</i>	
KS 2 Y4	Sound	Recognise that vibrations from sounds travel through a medium to the ear.	<i>I know that sounds travel through air (or water) to reach the ear.</i>	
KS 2 Y4	Sound	Find patterns between the pitch of a sound and features of the object that produced it.	<i>I can talk about how the size or shape of an object creating a sound can affect what the sound will be like.</i>	

KS 2 Y4	Sound	Find patterns between the volume of a sound and the strength of the vibrations that produced it.	<i>I can talk about how the strength of the vibrations of an object creating a sound can affect how loud the sound will be.</i>	
KS 2 Y4	Sound	Recognise that sounds get fainter as the distance from the sound source increases.	<i>I know that sounds get fainter as you move away from the place where the sound is being made.</i>	
KS 2 Y4	Electricity			
KS 2 Y4	Electricity	Identify common appliances that run on electricity.	<i>I can list a number of common objects that need electricity to function.</i>	
KS 2 Y4	Electricity	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	<i>I can build a series circuit, naming the cells, wires, bulbs, switches and buzzers.</i>	
KS 2 Y4	Electricity	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.	<i>I can tell whether a bulb will light when I look at a circuit as I know the circuit must be a complete loop with a battery.</i>	
KS 2 Y4	Electricity	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	<i>I know what a switch can do when I build or look at a circuit.</i>	
KS 2 Y4	Electricity	Recognise some common conductors and insulators, and associate metals with being good conductors.	<i>I know metals are good conductors of electricity - and can name some more and also name some good insulators.</i>	