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|  | Requirements | Year 3 | Year 4 |
| Plan | **Make systematic, careful observations** | Light and shadowsMovement and growthGeology rocks, soils and fossilsForces and magnets | Particles: states of matterSurvivalElectricity: conductors and insulatorsSound |
| Make predictions | Light and shadowsMovement and growth | Electricity: conductors and insulatorsSound |
| Use a simple key | Geology rocks, soils and fossils | Survival |
| Describe a link between variables | Light and shadows | Electricity: conductors and insulatorsSound |
| Identify similarities and differences | Geology rocks, soils and fossils | Survival |
| Show understanding of scientific ideas | Forces and magnets | Electricity: conductors and insulatorsSound |
| **Ask a relevant question** | Light and shadowsMovement and growthGeology rocks, soils and fossilsForces and magnets | Particles: states of matterSurvivalElectricity: conductors and insulatorsSound |
| **Set up simple practical enquiries, comparatives and fair tests** | Forces and magnetsGeology rocks, soils and fossilsLight and shadowsMovement and growth | Particles: states of matterSurvivalElectricity: conductors and insulatorsSound |
| Obtain | Identify equipment | Forces and magnets | Particles: states of matterElectricity: conductors and insulatorsSound |
| Use equipment | Forces and magnets | Particles: states of matterElectricity: conductors and insulatorsSound |
| Take accurate measurements | Light and shadows | Particles: states of matterElectricity: conductors and insulatorsSound |
| Evaluate risk | Movement and growth | Particles: states of matterElectricity: conductors and insulatorsSound |
| Collect relevant data | Light and shadowsMovement and growth | Particles: states of matterElectricity: conductors and insulatorsSound |
| Present | Present data effectively and in a variety of ways | Light and shadowsMovement and growth | Particles: states of matterElectricity: conductors and insulatorsSound |
| Interpret data | Light and shadowsMovement and growth | Particles: states of matterElectricity: conductors and insulatorsSound |
| Report | Present and draw conclusions | Forces and magnetsMovement and growth | Particles: states of matterSurvival |
| Evaluate a conclusion and suggest improvements | Forces and magnetsMovement and growth | Particles: states of matterSurvival |
| **Record findings using scientific language, drawings, diagrams, keys, charts and tables** | Geology rocks, soils and fossilsMovement and growthLight and shadowsForces and magnets | Particles: states of matterSurvivalElectricity: conductors and insulatorsSound |
| Use scientific evidence to support their findings | Forces and magnetsMovement and growth | Particles: states of matterSurvivalSound |