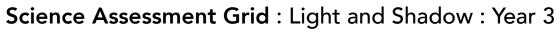


Science Assessment Grid: Rocks, Fossils and Soils: Year 3

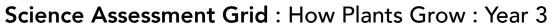
R	ocks, Fossil	s and Soils	S							
G	roup:	Year:	Term:							
		Scienc	e							
n 1	Do children know that rock	s are used for a variety of _l	ourposes?			I				
Lesson	Can children identify some	common rocks?								
Le	Can children identify rocks	that are naturally occurring	g and those that are man-made?							
2 ر	Can children suggest ways	of grouping rocks accordi	ng to their characteristics?							
Lesson	Can children observe and c	compare rocks, and put the	em into different categories?							
Le.	Can children justify their ch	oices and explain their de	cisions?							
n 3	Do children know what the	terms 'erosion' and 'perm	eable' mean?							
Lesson	Can children plan and carry	out an experiment to cor	npare rocks based on certain characteristics?							
Ľ	Can children evaluate their	results and draw conclusion	ons?				I			
л 4	Can children use a variety o	of sources to find out infor	mation about rocks and their uses?				Ī			
Lesson	Can children organise the i	nformation they have foun	d out?							
Le.	Can children present the in	formation they have found	d out clearly?							
7 ر	Do children know that soil i	s made up of rocks and de	ecaying organic matter?							
Lesson	Do children know that there	e are differen <mark>t ty</mark> pes of soil	?							
F	Do children know that there	e are differen <mark>t laye</mark> rs of soi	1?							
6 ر	Do children know that rock	s move in a c <mark>ontin</mark> uous cy	cle?							
Lesson	Do children know what a fo	ossil is?								
Le	Can children explain how fo	ossils are formed?				e l				
7	Can children describe how	fossils are formed?								
Lesson	Can children identify a varie	ety of common fossils?	N (N) (AV) = 100		JAY Z					
Les	Do children know where for	ssils are more likely to be t	found and why?							

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Li	ght and Shadov	W							
G	roup: Yea	ar:	Term:						
		Science							
_	Do children know that we need lig	ight in order to see things?							
Lesson	Do children know that dark is the	absence of light?							
Les	Can children identify a variety of li	light sources?							
7	Can children define the difference	e between night and day?							
Lesson	Do children know why the Sun rise	ses and sets each day?							
Les	Do children know that we need lig	ight to see and that darknes	s is the absence of light?						
က	Do children know that shadows ar	are formed when light is bloc	cked?						
Lesson	Do children know the difference books	between objects that are tra	nsparent, translucent and						
	Can children explore shadows usir	sing torches and express the	ir findings?						
9n 4	Do children know that shadows ar a solid object?	are formed when the light fro	om a light source is blocked by						
Lesson	Can children use simple equipme	ent to explore how shadows	behave?						
	Can children record findings using	ng d <mark>raw</mark> ings and di <mark>agr</mark> ams?							
on 5	Can children explain why shadows a day?	vs created by the Sun chang	e position during the course of						
Lesson	Can children plan and carry out ar	an investigation?							
د	Can children find patterns in the v	way the size of shadows cha	inge?			8			
9 u	Do children know that light travels	ls in a straight line?							
Lesson 6	Do children know that we need lig	ight in order to see?	//						
å	Do children know that we see whe	nen light is reflected from a s	surface?						





Н	ow Plants C	Grow							
G	roup:	Year:	Term:						
		Science							
ا 1	Can children name the	e main parts of flowering	plants?						
Lesson	Can children explain tl	ne function of roots?							
يّ	Can children record fir	ndings and draw conclus	ions?						
7	Can children explain w	here plants get their wa	ter from?						
	Can children name the	e parts of the plant that t	ransport water?						
Lesson	Can children plan and	carry out simple investig	gations?						
	Can children draw sim	ple conclusions?							
က	Can children say what	plants need to produce	their own food?						
Lesson	Can children explain tl	he function of leaves in f	lowering plants?						
Le	Can children start to e	xplain some stages in th	e life cycle of flowering plants?						
	Can children name the	e main parts of flowers?							
4 nc	Can children describe	the functions of the mai	n parts of flowers?						
Lesson	Are children able to de	escribe one of the ways i	n which flowering plants reproduce?						
	Do children know how	and wher <mark>e se</mark> eds are fo	rmed in flowering plants?						
5	Can children explain w	hy floweri <mark>ng p</mark> lants nee	d to disperse their seeds?						
Lesson 5	Can children describe	some ways in which see	ds are dispersed?						
ľ	Can children identify h	now seeds are dispersed	based on their appearance?			á			
9 (Can children name the	e parts of a seed and des	scribe their functions?						
Lesson 6	Can children identify t	he parts of a seed?	/s- /s-						
Le	Do children know why	seeds are an important	food source for animals?						



Science Assessment Grid: Health and Movement: Year 3

Н	ealth and Movement						
G	roup: Year: Term:						
	Science						
7	Do children know that humans get nutrition from what they eat?						
Lesson	Can children identify and group a variety of foods?						
Le	Can children recognise foods for growth and foods for energy?						
7	Do children know that humans need to eat to grow and move?						
Son	Do children understand what is meant by the term 'balanced diet'?						
Lesson	Can children identify and describe which food groups we should eat most of and which food groups we should eat least of?						
n 3	Do children know that different animals have different diets?						
Lesson	Can children use secondary sources to find out about the diets of different animals?						
	Can children recognise whether an animal is a herbivore, carnivore or omnivore?						
4 u	Can children pose questions that can be investigated?						
Lesson	Can children gather data systematically?						
ت	Can children present and evaluate the results of an investigation?						
r U	Do children know that animals with a skeleton are called vertebrates?						
Lesson	Can children identify different bones in the human skeleton?						
Le	Can children compare bones in animal and human skeletons?						
9 [Do children know the difference between vertebrates and invertebrates?						
Lesson	Do children know that internal skeletons support and protect the body?						
Les	Do children know how the bodies of invertebrates support and protect them?			- 5			
7	Do children know that muscles help us move?						
Lesson 7	Do children know that muscles work in pairs to move different parts of the body?						
Les	Do children know that some animals have strong muscles for particular purposes?						

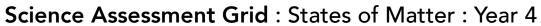
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Science Assessment Grid: Forces and Magnets: Year 3



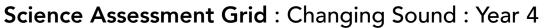
		_							
Fo	orces and Magnets								
G	roup: Year: Term:								
	Science								
7	Can children explain what a force is?								
SOI	Do children know that some forces need contact between two objects?								
Lesson	Can children identify pushes and pulls and explain the forces in action?								
7	Do children know that forces can be measured in newtons using a force meter?								
Lesson	Can children set up and carry out an investigation to explore how objects move on different surfaces?								
Ļ	Can children draw conclusions from their observations?								
က	Do children understand that a magnet does not need contact with an object for the force to be applied?								
Lesson	Can children explain what happens when the opposite poles of two magnets are placed close together?								
د	Can children explain what happens when the same poles of two magnets are placed close together?								
4 ر	Can children make and test predict <mark>ions</mark> about whe <mark>ther</mark> materials are magnetic or not?								
Lesson	Can children make careful observations?								
Les	Can children group objects on the basis of whether or not they are magnetic?								
D.	Can children name some uses for magnets?				- 8	B			
Lesson	Are children able to suggest ways in which magnets can be used to solve common problems?								
Le	Can children briefly describe how a compass works?								

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St	tates of Ma	tter			П						
G	roup:	Year:		Term:							
		Science	e								
Ē	Can children provide a d	efinition of solid or liqu	id?								
Lesson	Are children able to sort	•			_						
ت	Can children explain why		-	er group?	-						
7	Can children name some				_						
son	Are children able to write										
Lesson	Can children use their sci results?	entific knowledge to dr	raw conclusion	ns about their experiment's							
n 3			ne particles in s	solids, liquids and gases?							
Lesson	Can children describe wh										
	Can children describe wh				-						
ت 4	Do children understand t	hat different materials h	have different	freezing/melting points?							
Lesson				s of less common materials?							
ت	Can children evaluate an	experiment's fairness a	ınd suggest im	nprovements?							
٦ 5	Can children describe the	e process of evaporatio	n?								
Lesson	Can children give an eve	ryday exam <mark>ple</mark> of water	r ev <mark>apo</mark> rating?								
Ľ	Can children describe a v	way to incr <mark>ease</mark> the rate	of <mark>eva</mark> poratio	n?							
9	Can children name each	of the way <mark>s a m</mark> aterial c	can change sta	ite?							
Lesson	Are children able to desc	ribe condensation and	when it happe	ens?							
Les	Can children create a dia	gram to help them exp	olain condensa	tion?				- 4			
7 (Do children know what th	ne water cycle is?									
Lesson	Can children name the di	ifferent stages of the wa	ater cycle?	///							
Les	Do children know that ev	aporation and condens	sation are proc	cesses that can be reversed?							





Cl	nanging Sound						
G	roup: Year: Term:						
	Science						
Lesson 1	Do children know that sounds are made when objects or materials vibrate? Can children make careful observations?						
Lesson 2 L	Can children draw conclusions about sounds from their observations? Do children know that vibrations from sound sources travel through different materials to the ear? Do children know sound can travel through solids, liquids and gases?						
Lesson 3 Le	Do children know that some materials allow sound to pass through them more easily than others? Do children know that sounds get fainter as the distance from the sound source increases? Can children carry out an investigation to explore what happens to sound as it gets further away?						
4	Can children draw conclusions and describe what they have found out? Can children name some of the reasons why preventing sound to travel is sometimes important?						
5 Lesson	Can children plan a test to measure how well different materials muffle sound? Can children draw conclusions about which materials muffle sound the best? Do children know that the term 'pitch' describes how high or low a sound is?						
Lesson	Can children recognise changes in pitch and identify high and low notes? Can children investigate different instruments and make generalisations about pitch?						
on 6	Do children know that the pitch of a stringed instrument depends on the length, thickness and tightness of the string?						
Lesson	Can children suggest ways of testing what happens to the pitch of a string when you alter the length, tightness and thickness? Can children draw conclusions from their observations?						
Lesson 7	Do children know that sounds can be made by air vibrating? Can children suggest ways to change the pitch of a sound made by air?						
Le	Can children describe how to change the length of the air column vibrating to change pitch?						

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Li	ving in Environments						
G	roup: Year: Term:						
	Science						
-	Do children know what a habitat is?						
Lesson	Can children identify a variety of habitats?						
Les	Do children know that animals live in habitats that are suited to their needs?						
2	Can children identify similarities and differences between similar organisms?						
Lesson	Can children group animals and explain the criteria that has been used to sort them?						
Fe	Can children make careful observations to identify the characteristics of different organisms?						
က	Do children know that animals can be categorised into broad groups according to their characteristics?						
00 U	Can children use a classification key to help them identify which group an animal belongs to?						
Lesson	Can children identify a variety of animals that are vertebrates, invertebrates, mammals, amphibians, insects, reptiles, fish and birds?						
4	Can children use a classification key to identify unfamiliar animals?						
Lesson	Can children use close observations to identify an animal's characteristics?						
řě	Can children create their own classification keys to help id <mark>entif</mark> y an animal?						
Ŋ	Can children group a variety of plants according to their characteristics?						
Lesson	Can children use a classification key to identify plants?						
Fes	Can children use other sources to help them identify a variety of local plants?						
9 1	Do children know how one change in a habitat can affect all the organisms within that environment?						
Lesson 6	Can children list positive ways in which humans can impact the environment?						
Ę	Can children list negative ways in which humans can impact the environment?						

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E	ating and Digestion							
G	roup: Year: Term:							
	Science							
_	Can children explain why all animals, including humans, need to eat?							
Lesson 1	Can children identify animals that are carnivores, herbivores and omnivores?							
Ë	Can children classify animals according to their diet?							
2 ر	Do children know what the terms 'producer' and 'consumer' mean in relation to food chains?							
Lesson	Can children interpret food chains?							
le Le	Can children construct food chains?							
3 ع	Can children identify the different types of human teeth?							
Lesson	Do children know that the shape of teeth make them useful for different purposes?							
Fe	Can children suggest reasons why animals might have different types of teeth?							
4	Do children know that humans have two sets of teeth during their lifetime?							
Lesson	Can children explain why it is important to look after teeth?							
Le	Can children describe ways in which people can make sure their teeth stay healthy?							
75	Can children ask relevant questions?							
Lesson	Can children use different sources of information to find the answers to questions they have asked?							
ខ	Can children name some of the organs associated with the digestive system?							
9	Can children name the organs associated with the digestive system?							
Lesson	Can children describe the basic functions of the organs associated with the digestive system?				713			
_	Can children describe the process of digesting food?							





Ci	rcuits and Conductors							
G	roup: Year: Term:							
	Science							
_	Are children able to identify common appliances powered by electricity?							
Lesson	Can children say what we use electricity for and why it is important?							
Le	Are children able to describe electricity as a form of energy?							
2 ر	Can children explain some of the dangers of electricity?							
Lesson	Are children able to explain the difference between battery and mains electricity?							
Le	Are children able to say how they can stay safe around electricity?							
۳.	Can children label the components of a circuit?							
Lesson	Are children able to construct simple circuits?							
Le	Can children make observations about simple circuits?							
4	Can children set up a fair test?							
sson	Can children make predictions about whether a material is a conductor or insulator?							
Le	Are children able to say whether a material is a conductor or insulator?							
ī.	Can children create a simple circuit with a switch?	1						
Lesson	Are children able to create a simple, functioning device which uses electricity?							
Le	Can children troubleshoot and solve problems with their circuit?							



Science Assessment Grid: Properties and Changes of Materials: Year 5

Pı	operties and Changes of Materials							
G	roup: Year: Term:							
	Science							
n 1	Do children understand the terms 'dissolve', 'soluble', 'insoluble' and 'solution'?							
Lesson	Can children make and explain their predictions about soluble and insoluble materials?							
Le	Can children conduct a fair test involving soluble and insoluble materials?							
2 ر	Do children know what the terms soluble and insoluble mean?							
Lesson	Do children know that evaporation can be used to separate soluble materials from water?							
Le	Do children know that filtering can be used to separate insoluble materials from water?							
n 3	Do children know that when some materials are mixed together they cannot be separated again?							
Lesson	Do children know that when an irreversible change takes place a new substance is produced?							
Le	Do children know how to tell if the new substance produced is a gas?							
4 د	Do children know that heating and cooling materials can cause them to change?							
Lesson	Can children recognise reversible and irreversible changes caused by heating and cooling?							
, Le	Can children explain how to reverse a change caused by heating or cooling?							
n 5	Do children know that new materials are formed when materials are burned?							
Lesson	Can children describe what happens when a candle burns?							
Le	Can children identify and assess hazards associated with burning materials?							
9 u	Can children describe everyday materials according to their properties?							
Lesson	Can children compare and group everyday materials according to their properties?							
Le	Can children explain why some everyday materials are useful due to their properties?							
7	Can children list and explain some of the different properties that materials can have?			8	3			
Lesson	Do children understand that the properties materials have can affect how they are used/what they are used for?							
Le	Can children explain why a certain material has been chosen for a specific purpose, based on its properties?							

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Science Assessment Grid: Earth and Space: Year 5



	<u> </u>					- <u> </u>			
E	arth and Space								
G	roup: Year: Term:								
	Science								
_	Can children describe the Sun, Earth and Moon's shape as roughly spherical?								
Lesson	Are children able to clearly define the word orbit?								
Les	Can children describe the Sun, Earth and Moon's movements in relation to one another?								
7	Can children explain how the rotation of Earth on its axis creates day and night?								
Lesson	Can children explain the apparent movement of the Sun across the sky?								
Les	Can children identify how long it takes Earth to make a full rotation?								
m	Can children describe the different changes that happen between seasons?								
_	Can children use Earth's tilted axis to explain how seasons are created?								
Lesson	Can children describe the differences in seasons between two locations in opposite hemispheres?								
4	Can children name the different phases of the Moon?								
Lesson	Are children able to order the phases of the Moon?								
Les	Can children describe how the phases of the Moon are created?								
	Are children able to define what a s <mark>olar</mark> system is?								
Lesson 5	Can children explain the differences between geo- and heliocentric models of the solar system are?								
Le	Can children compare the ideas of the solar system we know now, with those held by Ptolemy and Copernicus?			á	B				
9 ر	Can children name the eight planets in our solar system?								
Lesson 6	Are children able to name the eight planets in order from nearest to farthest from the Sun?								
Ě	Can children use researching skills to find relevant information on a topic?								
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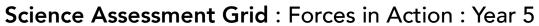
Li	fe Cycles							
G	roup: Year: Term:							
	Science							
_	Can children name and describe the functions of the main parts of flowers?							
Lesson 1	Can children describe the life process of sexual reproduction in flowering plants?							
Les	Can children identify and label the parts of flowers?							
7	Do children understand what asexual reproduction is?							
Lesson	Can children explain some ways in which plants reproduce asexually?							
Les	Can children describe the life cycles of some asexually reproducing plants?							
က	Can children define some of the ways in which sexual reproduction in animals occurs?							
Lesson	Can children compare species that reproduce in different ways and consider reasons why?							
Les	Can children record data using scientific graphs and/or diagrams?							
4 ro	Can children describe the conditions in a local environment as well as other environments around the world?							
Lesson	Can children establish causal links between the life cycle of animals and their environment?							
ت	Can children compare the life cycles of animals living in different environments?							
on 5	Using scientific vocabulary, can children explain some of the ways in which different animals reproduce?							
Lesson	Can children compare the life cycles and methods of reproduction of different animals?							
	Are children able to give reasons for the differences between life cycles of different animals?			4	B			
9	Do children understand what naturalists do?							
Lesson	Can they explain why the work of naturalists is important?							
Les	Can children give reasons why secondary sources of scientific evidence cannot always be trusted?		1					



Science Assessment Grid : Changes and Reproduction : Year 5

Cl	nanges and Reproduction						
G	roup: Year: Term:						
	Science						
_	Can children name the main stages in the life cycle of humans?						
	Can children correctly order the main stages?						
Lesson	Can children broadly define the age ranges for each of the main stages?						
ĭ	Can children explain some of the physical changes that occur at different stages in the life cycle of humans?						
n 2	Can children describe the main stages of gestation in humans?						
Lesson	Can children explain how embryos and fetuses grow and develop in the womb?						
Ë.	Can children define and use key vocabulary to describe gestation in humans?						
က	Can children describe the needs of a newborn baby?						
	Can they compare the needs of a human baby to those of other mammals?						
Lesson	Can they describe the stages of development that occur during childhood?						
	Can they describe how the needs of humans change at different points in their life cycle?						
4	Can children explain the initial changes that occur inside and outside the body at the start of puberty?						
Lesson	Can children correctly identify the parts of the body that c <mark>hang</mark> e during puberty?						
Les	Can children explain in simple terms the role played by hormones in the growth of humans and other animals?						
2	Can children remember some of the initial changes during puberty?						
	Can children explain some of the ways in which boys' and girls' bodies start to differ during puberty?						
Lesson	Can children suggest some ways in which teenagers can look after themselves and stay fit and healthy during puberty?						
9	Can children explain some ways in which the body changes during old age?						
9	Can children describe some ways in which older people can stay fit and healthy?						

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F	orces in Act	ion							
G	roup:	Year:	Term:						
		Science							
on 1	, , ,	ojects fall towards the centre of the E							
Lesson	which gravity acts on it?	causal link between the mass of an o	object and the amount of force with						
2	Can children define friction?								
Lesson	Do children know that frictio	on can be useful and give some exan	mples?						
Ļ	Can children carry out an inv	vestigation, making sure that it is a fa	air test?						
က	Do children know that air res	sistance is a force that slows objects	moving through the air?						
Lesson	Can children plan, carry out	and assess experiments to investiga	ate air resistance?						
Le	Can children draws conclusion	ons from their investigations?							
4	Do children know that water	resistance slows an object moving t	through water?						
Lesson	Can children plan and carry o	out an experiment, making su <mark>re</mark> it is	a fair test?						
Le	Can children identify trends	in results an <mark>d dra</mark> w conclusio <mark>ns?</mark>							
75	Do children recognise that the	hat levers an <mark>d pu</mark> lleys allow a <mark>small</mark> t	force to have a greater effect?						
Lesson	Can children make and impr	rove models that use pulleys or level	rs?						
	Can children explore the effe	ects of changing parts of their mode	el?			{			
son 6	Do children recognise that the gears in a transmission?	ne speed or amount of force transm	itted is affected by changing the size of						
Lesson	Can children make transmiss	sions where two or more gears work	together?		Y				



Science Assessment Grid: Healthy Bodies: Year 6

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Н	ealthy Bodies						
G	roup: Year: Term:						
	Science						
_	Can children describe some examples of how doctors in the past tested ideas about food and diet?						
son	Do children know how these tests in the past have affected our ideas about healthy eating today?						
Lesson	Do children know that in order to be healthy we need a balanced diet which includes different food groups?						
n 2	Can children name some of the different food groups?						
Lesson	Do children know which types of foods are included in different food groups?						
Fě	Do children know why each different food group is important for a healthy lifestyle?						
on 3	Do children know that the circulatory system transports blood and nutrients to the different parts of the body?						
Lesson	Can children describe how the circulatory system works?						
	Can children record their own resting pulse rate accurately?						
n 4	Can children describe the functions of the heart?						
Lesson	Can children investigate how the heart is affected through exercise and draw conclusions?						
<u>F</u>	Do children know that hearts need to have exercise to stay healthy?						
D.	Do children know that muscles work in pairs to move different parts of the skeleton?						
Lesson	Do children know that when muscles exercise they need an increased flow of blood because the muscles are working harder?						
	Can children explain why their pulse rate increases when they exercise?						
n 6	Do children know that drugs affect the way the mind or body works?						
Lesson	Do children know that some drugs are beneficial even though they may have unpleasant side-effects?						
Le	Are children aware of some of the negative effects of tobacco and alcohol on the body?						
7 ر	Can children describe the impact that diet has on the body?						
Lesson	Can children describe why exercise is important for a healthy lifestyle?						
Les	Can children describe the harmful effects some drugs can have on the body?						

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Science Assessment Grid : Seeing Light : Year 6



Se	eeing Light							
Gı	roup: Year: Term:							
	Science							
n 1	Are children able to identify light sources and describe how light travels?							
Lesson	Can children use their knowledge of how light travels to explain how a shadow is created?							
Fe	Can children explain why a shadow takes the shape of the object casting it?							
on 2	Can children give a clear, scientific description of translucent, transparent and opaque and how this property affects an object's shadow?							
Lesson	Are children able to describe and explain how an object's shadow can be manipulated?							
_	Can children make informed conclusions from their investigations?							
n 3	Can children name the parts of the eye?							
Lesson	Can children describe what the main parts of the eye do to help us see?							
	Do children understand that without light, we cannot see?							
م 4	Can children name the parts of the eye and briefly describe what the main parts do?							
Lesson	Can children complete a diagram to show how light allows us to see an object?							
Ľ	Do children understand that all objects reflect an amount of light?							
5 ر	Can children give a scientific definition of the word 'reflect'?							
Lesson	Do children understand that the angle of incidence is equal to the angle of reflection?							
Le Le	Can children think of examples of how angled mirrors can be used in different ways?							
9 (Can children give a brief description of what happens to light when it's refracted?							
Lesson	Are children able to differentiated between if an object will reflect or refract light?							
Le.	Can children give some examples of objects which use refraction in a useful way?				1			
7ر	Do children understand that white light can be split into a spectrum of seven colours?							
Lesson 7	Are children able to name the seven colours that light can be split into?		, , , , v					
Le.	Can children explain how the light is refracted based on the colours' wavelengths?							

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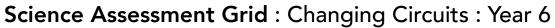


CI	assifying Organisms							
	assitying Organisms							
Gı	oup: Year: Term:							
	Science							
<u>_</u>	Do children know that organisms can be grouped according to their characteristics?							Γ
Lesson	Can children describe the characteristics of different classifications of animals?							
Fě	Can children match animals to their group according to their characteristics?							Г
7	Can children classify organisms according to broad characteristics?							Γ
Lesson	Can children find ways to distinguish between organisms that are similar?							Γ
Le.	Can children use appropriate scientific vocabulary to describe organisms and their features?							T
ო	Do children know that plants can be sorted into groups according to their characteristics?							Г
Lesson	Can children explain the difference between vascular and non-vascular plants?							Г
Ë	Can children explain the difference between flowering and non-flowering plants?							Г
4	Do children know who Carl Linnaeus is and how he contributed to science?							Г
Lesson	Do children know that animals can be assigned to specific groups based on their characteristics?							
ٽ	Can children give reasons for why classification systems are important?							
വ	Do children <mark>know</mark> what micro-organ <mark>isms</mark> are?							L
son	Do children know that micro-organisms can be classified into groups?	<u> </u>						L
Lesson	Do children understand that some micro-organisms can be harmful and others can be helpful?				ď			
9	Can children identify a variety of different organisms found in their local environment?							
Lesson	Can children classify a variety of organisms appropriately?							
Les	Can children use a variety of sources of information to identify organisms they are unfamiliar with?			VI.				





E,	olution and Inheritance							
G	roup: Year: Term:							
	Science							
on 1	Do children recognise that animals produce offspring that are like themselves?							
Lesson	Can children explain why variation in offspring occurs?							
7	Can children describe the conditions of an environment?							
Lesson	Can children identify characteristics which help an organism to be well suited to its environment?							
Les	Do children understand why different organisms in the same environment may have different characteristics?							
ო	Do children know that not all inherited characteristics are advantageous?							
Lesson	Can children explain why advantageous characteristics are more likely to be passed from generation to generation?							
ت	Do children understand that whole species can evolve in this way?							
4 -	Do children know that our understanding of process of evolution has developed over time?							
Lesson	Can children share what they have learned about the process of evolution?							
Ë	Can children share what they have learn <mark>ed a</mark> bout the life <mark>and</mark> work of Charles Darwin?							
n 5	Do children understand that a species can change over time due to mutations?							
Lesson 5	Do children understand that a species can change over time due to external factors such as competition from other species, disease or climate change?							
9	Do children know that primate species (including humans) have changed over time?				a }			
Lesson (Can children explain some ways in which human behaviour has changed the characteristics of other species?							
Le	Can children identify positive and negative consequences of this human behaviour?							





C	hanging Circuits	Г						
	hanging Circuits							
G	Year: Term:							
	Science	L						
-	Can children distinguish the differences between static and current electricity?							
Lesson	Can children describe what electrical charge is?							
Le	Can children give an example of where static electricity might be generated?							
2	Do children know what the main components of a circuit are?							
Lesson	Do children recognise what the difference between a series and a parallel circuit is?							
, Fe	Can children draw and/or construct working circuits?							
ო	Do children know why symbols are used to draw circuit diagrams?							
Lesson	Can children recognise the symbols for various common circuit components?							
, Fe	Can children use conventional circuit symbols to draw and/ or construct circuits?							
4	Do children know that the brightness of a bulb or the speed of a motor can be changed in a circuit?							
Lesson	Do children know that the brightness of a bulb or speed of a motor depends on how much power is supplied to each component?							
ت	Do children know that bulbs and motors will blow out if too high a voltage is used?							
ιO	Do children kn <mark>ow that</mark> the brightness of the bulb in a circuit can be altered by changing the wires?							
Lesson	Can children suggest questions to invest <mark>igate</mark> , decide what to do and what equipment to use to test the question?							
ٽ	Can children make fair comparisons and draw conclusions from their results?							
9 ر	Can children design a simple circuit for a purpose?							
Lesson	Are children able to build a working circuit for a purpose?							
Le	Can children use their knowledge of circuits and components such as switches to create more complex circuits?							

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