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|  **Forces** | **Working Scientifically** |
| * Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?
* Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?
 | **Planning** | **Obtaining and presenting evidence**  | **Considering evidence and evaluating**  |
| * Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?
* Can they make a prediction with reasons?
* Can they use test results to make predictions to set up comparative and fair tests?
* Can they present a report of their findings through writing, display and presentation?
 | * Can they take measurements using a range of scientific equipment with increasing accuracy and precision?
* Can they take repeat readings when appropriate?
 | * Can they report and present findings from enquiries through written explanations and conclusions?
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| **Challenge** |
| * Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)
* Can they work out how water can cause resistance to floating objects?
* Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?
 | * Can they explore different ways to test an idea, choose the best way and give reasons?
* Can they vary one factor whilst keeping the others the same in an experiment?
* Can they use information to help make a prediction?
* Can they explain, in simple terms, a scientific idea and what evidence supports it?
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