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|  **Light** | **Working Scientifically** |
| * Can they recognise that they need light in order to see things?
* Can they recognise that dark is the absence of light?
* Can they notice that light is reflected from surfaces?
* Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
* Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
* Can they find patterns in the way that the size of shadows change?
* Can they find simple patterns (or associations) e.g. the nearer the light source the larger the shadow.
 | **Planning** | **Obtaining and presenting evidence**  | **Considering evidence and evaluating**  |
| * Can they use different ideas and suggest how to find something out?
* Can they make and record a prediction before testing?
* Can they plan a fair test and explain why it was fair?
* Can they set up a simple fair test to make comparisons?
* Can they explain why they need to collect information to answer a question?
 | * Can they measure using different equipment and units of measure?
* Can they record their observations in different ways? <labelled diagrams, charts etc>
* Can they describe what they have found using scientific language?
* Can they make accurate measurements using standard units?
 | * Can they explain what they have found out and use their measurements to say whether it helps to answer their question?
* Can they use a range of equipment (including a data-logger) in a simple test?
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| **Challenge** |
| * Can they explain why lights need to be bright or dimmer according to need?
* Can they explain the difference between transparent, translucent and opaque?

  | * Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
 | * Can they explain their findings in different ways (display, presentation, writing)?
* Can they use their findings to draw a simple conclusion?
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