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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? |
| **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? |  |