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|  **Electricity** | **Working Scientifically** |
| * Can they identify common appliances that run on electricity?
* Can they construct a simple series electric circuit?
* Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?
* Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?
* Can they recognise that a switch opens and closes a circuit?
* Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?
* Can they say what happens to the electricity when more batteries are added?
* Can they recognise some common conductors and insulators?
* Can they associate metals with being good conductors?
 | **Planning** | **Obtaining and presenting evidence**  | **Considering evidence and evaluating**  |
| * Can they set up a simple fair test to make comparisons?
* Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?
* Can they suggest improvements and predictions?
* Can they decide which information needs to be collected and decide which is the best way for collecting it?
* Can they use their findings to draw a simple conclusion?
 | * Can they explain their findings in different ways (display, presentation, writing)?
 | * Can they find any patterns in their evidence or measurements?
* Can they make a prediction based on something they have found out?
* Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
* Can they use straightforward scientific evidence to answer questions or to support their findings?
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| **Challenge** |
| * Can they explain how a bulb might get lighter?
* Can they recognise if all metals are conductors of electricity?
* Can they work out which metals can be used to connect across a gap in a circuit?
* Can they explain why cautions are necessary for working safely with electricity?
 | * Can they plan and carry out an investigation by controlling variables fairly and accurately?
* Can they use test results to make further predictions and set up further comparative tests?
 | * Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
 | * Can they report findings from investigations through written explanations and conclusions?
* Can they use a graph or diagram to answer scientific questions?
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