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|  **Electricity** | **Working Scientifically** |
| * Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)
* Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?
* Can they use recognised symbols when representing a simple circuit in a diagram?
 | 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 record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?
 | * Can they report and present findings from enquiries through written explanations and conclusions?
* Can they use a graph to answer scientific questions?
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| **Challenge** |
| * Can they make their own traffic light system or something similar?
* Can they explain the danger of short circuits?
* Can they explain what a fuse is?
* Can they explain how to make changes in a circuit?
* Can they explain the impact of changes in a circuit?
* Can they explain the effect of changing the voltage of a battery?
 | * 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?
 | * Can they decide which units of measurement they need to use?
* Can they explain why a measurement needs to be repeated?
 | * Can they find a pattern from their data and explain what it shows?
* Can they link what they have found out to other science?
* Can they suggest how to improve their work and say why they think this?
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