



Ready to progress in Science

'Somewhere, something incredible is waiting to be known' Carl Sagan

'Science is the process that takes us from confusion to understanding' Brian Greene

At Gawber, we use formative assessment to check the knowledge and vocabulary that children acquire in their learning. Below are the *key questions and* summative statements for the end of each unit we focus on at Gawber.

BIOLOGY	Animals including Humans
EYFS	○ What are mini-beasts? ○ What animals live where? ● Children can describe, name and compare some common mini-beasts so that they can explain what mini-beasts are. ● Children can name a range of animals and talk about where they live so that they can compare animals from different countries with increasing confidence
Year 1	○ What are bodies and what can they do? ○ Are all animals the same? ● Children can name parts of their body so that they show an increased understanding of themselves and the function of some of the parts ● Children can name and identify features of a range of animals so that they can understand the similarities and differences between them
Year 2	○ How can living things stay healthy? ○ Can living things live forever? ● Children can understand that living things need water, food and air so that they understand how living things survive.

	• Children know the importance of exercise, eating right amounts, drink, sleep and hygiene so that they understand how to keep themselves healthy • Children can understand that animals including humans have offspring, which grow into adults so that they can begin to understand their own life cycle and the life cycle of others.
Year 4	○ What do our bodies do with food we eat? ○ How do we move? • Children can describe the simple functions of the basic parts of the digestive system and teeth in humans so that they can explain what our bodies do with the food we eat. • Children can understand the importance of the skeleton and muscles so that they can explain the role they play in aiding movement.
Year 5	○ How and why do living things change over time and place? • Children understand the terms: evolution, inheritance and adaptation and use this vocabulary to help explain how and why living things change over time and place.
Year 6	○ How do my organs work? ○ How do our choices affect how our bodies work? ○ How do our bodies change as they get older? • Children can describe the working of the human circulatory system and how nutrients are obtained so that they show greater understanding of how their organs work. • Children understand how humans grow so that they can explain how their bodies change as they get older. • Children learn about making healthy choices so that they can understand how their choices may affect how their bodies work.

BIOLOGY	Living things and their Habitats
EYFS	○ Where do different animals live? ○ How do animals change over time? ● Children know about the habitats of owls, penguins, butterflies and other mini-beasts so that they can explain where different animals live. ● Children identify the simple life cycle stages of a butterfly and a penguin so that they can explain how animals change over time.
Year 2	○ What is alive, dead or was never alive? ○ Are there any similarities and differences between these animals/plants? ○ How do animals live and grow? Micro-Habitats What do you need to build a wildlife garden? Habitats Why do cheetahs live on the savannah? ● Children know the differences between things that are living, dead and things that have never been alive so that they can identify what is alive, dead or was never alive. ●
Year 4	○ Living Things: What's the same and what's different? ○ What questions could you ask to sort a group of living animals/plants? ○ Are living things in danger? ● Children can identify a range of similarities and differences between living things so that they begin to appreciate the variety of life and begin to think about sorting and classifying these too. ● Children ask and answer questions about living things so that they can sort and classify a range of animals and plants with increased accuracy.

	• Children can identify dangers posed to some of the world's habitats so that they can explain how and why living things are in danger.
Year 6	○ How can we classify living things? ○ Do all Life cycles look the same? • Children can use and make classification keys identifying key characteristics so that they can accurately and independently classify a wide range of living things including microorganisms. • Children understand the life processes and life cycles for an ever increasing a range of animals and plants so that they can explain and explore whether all life cycles look the same.

BIOLOGY	Plants
EYFS	○ What is a plant? ○ How do you plant a plant? • Children draw, describe and compare plants so that they understand what a plant is and how it differs from an animal. • Children plant bulbs and vegetables so they can explain the process of planting and begin to understand how a plant grows.
Year 1	○ Are all plants the same? ○ How does a plant grow? • Children can identify parts of the plant and highlight differences and similarities within a range of plants so that they can identify and name a range of plants. • Children can grow a bean plant and identify the stages of growth so that they can explain how the plant grows with increased independence and confidence.
Year 2	○ What do plants need to survive?

	• Children can identify the growing conditions for seeds and bulbs so that they understand what plants need to grow and survive.
Year 3	○ What is the importance of each part of the plant? ○ Why are bees so important for plants? • Children can understand the function of each part of the plant so that they can explain the importance of each part including the roots, stem, leaves and flower. • Children can describe the basic plant life cycle so that they understand the importance of bees for the process of pollination.
Year 5	○ How do plants reproduce? • Children understand the life cycle of plants, including the process of pollination, fertilisation and seed dispersal so that they can explain how plants reproduce.