

Unit 5A Keeping healthy

- I can identify some foods that are needed for a healthy and varied diet.
- I can identify some harmful effects of drugs.
- I know that pulse rate is a measure of how fast the heart is beating.
- I can make measurements of pulse rate.

- I can identify all the important parts of a healthy and varied diet.
- I can describe how an idea about the effect of diet on health was tested.
- I know some harmful effects of drugs.
- I know that, during exercise, the heart beats faster to take blood more rapidly to the muscles.
- I can make careful measurements of pulse rate.
- I can make suitable graphs to show these measurements.
- I can explain what these graphs show.

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- I can explain some evidence from the past which shows the effect of diet on health.
- I can explain why repeated measurements of pulse rate should be made.
- I can explain why it is important to test the effects of exercise on the pulse rate of several people.

My favourite piece of work in this topic was:

I liked it because:

The most interesting thing I learned was:

Unit 5B Life cycles

- I can name the parts of a flower.
- I can explain how pollen and seeds are dispersed.
- I can describe some of the conditions tested in investigating germination.
- I know some stages in the development of humans.

- I can name and explain the functions of some parts of a flower.
- I can describe the process of pollination.
- I can describe the process of fertilisation.
- I can describe the process of seed dispersal.
- I can describe the process of germination.
- I can explain how to carry out a fair test.
- I can make a test to find the conditions necessary for germination.
- I can explain that living things need to reproduce if the species is to survive.
- I know the stages in the growth and development of humans.

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- I can explain why it is important to use a number of seeds or plants in an investigation into growth or germination.

My favourite piece of work in this topic was:

I liked it because:

The most interesting thing I learned was:

Unit 5C Gases around us

- I know that air is a gas.
- I know that gases flow from place to place.
- I can measure volumes of liquid.

- I know that air is a material.
- I know that air is one of a range of gases which have important uses.
- I know that liquids evaporate to form gases.
- I know that gases change shape and flow from place to place.
- I can measure volumes of liquids accurately.
- I know when observations and measurements need to be repeated.
- I can give explanations for what I observe in terms of what I know and understanding about gases.
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- I can explain the relationship between liquids and gases in terms of evaporation.
- I can make clear distinctions between the properties of solids, liquids and gases.
- I can explain why observations and measurements need to be repeated.

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I liked it because:

The most interesting thing I learned was:

Unit 5D Changing state

- I can describe how to change water into ice and steam and steam into water.
- I can describe some examples where water changes into ice or steam and where steam changes into water.
- I can recognise patterns in data.

- I can name the main processes associated with water changing state.
- I can describe examples of these processes.
- I know that these processes can be reversed.
- I can explain the water cycle in terms of these processes.
- I can use patterns in data to make predictions.

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- I can explain how changing conditions affects processes such as evaporation and condensation.
- I can give reasons for predictions made using patterns in data.

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Unit 5E Earth, Sun and Moon

- I know that the Earth, Sun and Moon are spherical.
- I can describe how shadows change as the Sun appears to move across the sky.

- I know that the Earth, Sun and Moon are spherical and I can give some evidence to support this idea.
- I can explain why shadows change in terms of the rotation of the Earth.
- I can explain why the Sun appears to move across the sky during the course of the day in terms of the rotation of the Earth.
- I know that it is daylight in the part of the Earth facing the Sun.
- I know that the Moon orbits the Earth.
- I can identify patterns in data about sunrise and sunset.

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- I can explain that the changes in the appearance of the Moon over a period of 28 days arise from the Moon orbiting the Earth once every 28 days.
- I can correctly represent times of sunrise and sunset in graphs without any help.

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Unit 5F Changing sounds

- I can suggest ways of producing sounds.
- I know the difference between pitch and loudness.
- I can suggest how to change the sound made by an instrument.

- I know the general conclusion that sounds are produced when objects vibrate.
- I can suggest how to change the pitch and loudness of the sounds produced by a range of musical instruments.
- I know that sounds travel through solids, water and air.
- I can suggest how to investigate how well sound travels through different materials.
- I can say how good my evidence is.
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- I can describe ways in which the pitch of a sound made by a particular instrument or vibrating object can be raised or lowered.
- I can identify what is vibrating in a range of musical instruments.

My favourite piece of work in this topic was:

I liked it because:

The most interesting thing I learned was:

Unit 5/6H Enquiry in environmental and technological contexts

- I can suggest ideas about what needs to be done to answer a science question.
- I can plan what to do for an investigation if I have a little help.
- I can make observations and measurements for an investigation.
- I can record my observations and measurements in a suitable way.
- I can suggest explanations for what I notice.
- I use good scientific terms and language in my explanations.

- I can suggest a way to investigate a science question.
- I can plan what to do for an investigation by myself.
- I can make a series of observations or measurements that are appropriate to the investigation.
- I can record my observations or measurements in an appropriate way.
- I can interpret my results and relate them to scientific ideas that I know.
- I use good scientific terms and language in my interpretations and explanations.
- I can suggest ways in which my investigation could have been improved.
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- I can plan what to do for an investigation and make effective use of the resources that are available to me.
- I can explain limitations in the data I have collected (or the product I have made).
- I can suggest ways in which these limitations could be reduced.

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