

| SPS | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | Unit 21 | Unit 22 | Unit 23 | Unit 24 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ideas and evidence <ul style="list-style-type: none"> Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> Use observation and measurement to test predictions and make links. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Plan investigative work <ul style="list-style-type: none"> Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> Use knowledge and understanding to plan how to carry out a fair test. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> Collect sufficient evidence to test an idea. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> Identify factors that need to be taken into account in different contexts. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Obtain and present evidence <ul style="list-style-type: none"> Make relevant observations. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| • Measure volume, temperature, time, length and force. | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| • Discuss the need for repeated observations and measurements. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| • Present results in bar charts and line graphs. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Consider evidence and approach • Decide whether results support predictions. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| • Begin to evaluate repeated results. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| • Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| • Interpret data and think about whether it is sufficient to draw conclusions. | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| SPS | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Plants • Know that plants need energy from light for growth. | | | | | | | | | ✓ | | | |
| • Know that plants reproduce. | | | | | | | | | ✓ | | | |
| • Observe how seeds can be dispersed in a variety of ways. | | | | | | | | | ✓ | | | |
| • Investigate how seeds need water and warmth for germination, but not light. | | | | | | | | | ✓ | | | |
| • Know that insects pollinate some flowers. | | | | | | | | | ✓ | | | |
| • Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female). | | | | | | | | | ✓ | | | |
| • Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination. | | | | | | | | | ✓ | | | |

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| States of matter • Know that evaporation occurs when a liquid turns into a gas. | | | | | | ✓ | | | | | | |
| • Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation. | | | | | | ✓ | | | | | | |
| • Know that air contains water vapour and when this meets a cold surface it may condense. | | | | | | ✓ | | | | | | |
| • Know that the boiling point of water is 100°C and the melting point of ice is 0°C. | | | | | | ✓ | | | | | | |
| • Know that when a liquid evaporates from a solution the solid is left behind. | | | | | | ✓ | | | | | | |

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| Light • Observe that shadows are formed when light travelling from a source is blocked. | | ✓ | | | | | | | | | | |
| • Investigate how the size of a shadow is affected by the position of the object. | | ✓ | | | | | | | | | | |
| • Observe that shadows change in length and position throughout the day. | | ✓ | | | | | | | | | | |
| • Know that light intensity can be measured. | | ✓ | | | | | | | | | | |
| • Explore how opaque materials do not let light through and transparent materials let a lot of light through. | | ✓ | | | | | | | | | | |
| • Know that we see light sources because light from the source enters our eyes. | | ✓ | | | | | | | | | | |
| • Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object. | | ✓ | | | | | | | | | | |

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| <ul style="list-style-type: none"> Explore why a beam of light changes direction when it is reflected from a surface. | | ✓ | | | | | | | | | | |
| The Earth and beyond <ul style="list-style-type: none"> Explore, through modeling, that the sun does not move; its <i>apparent</i> movement is caused by the Earth spinning on its axis. | | | | | | | | | | | | ✓ |
| <ul style="list-style-type: none"> Know that the Earth spins on its axis once in every 24 hours. | | | | | | | | | | | | ✓ |
| <ul style="list-style-type: none"> Know that the Earth takes a year to orbit the sun, spinning as it goes. | | | | | | | | | | | | ✓ |
| <ul style="list-style-type: none"> Research the lives and discoveries of scientists who explored the solar system and stars. | | | | | | | | | | | | ✓ |