Leintwardine Endowed CE Primary School Learning Journey Itinerary			
'Letting Our Light Shine'			
SUBJECT : Science	YEAR : A	TERM : Summer 2	YEAR GROUPS : 3/4
Key Question: How can I design a fair test?			
Previous Knowledge – We would expect children to already be able to:			
END OF UNIT OBJECTIVES			
Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:	
• Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help answer questions.	• Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support findings.	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments	
ASSESSMENT OPPORTUNITIES Experiments created, discussions in lessons, worksheet created, Kahoot quiz			
ENRICHMENT OPPORTUNITIES	SUBJECT SPECIFIC VOCABULARY	CROSS-CURRICULAR LINKS	
Helping children to remember more Experiments created in the lessons.	blubber, insulation, questions, enquiry, observations, propeller, surface area, hypothesis, distance, dense, density, co2, carbon dioxide, chemical reaction, conclusion, fair test, bicarbonate of soda, rate of reaction, mould, analyse, thrust, data, interpret, graph	Links that we can make to help children make sense of what we want them to know and be able to do.	