EES *for schools*

Name _____ **Class** _____

Band 4 - Science
Animals Including Humans

b › b+ › w › w+ › **s** › s+

☐ Describe the simple functions of the basic parts of the digestive system in humans.
I can explain some parts of the digestive system in humans.

☐ Identify the different types of teeth in humans and their simple functions.
I can explain the different types of teeth in humans and what they do.

☐ Construct and interpret a variety of food chains, identifying producers, predators and prey.
I can describe and explain a variety of food chains, naming producers, predators and prey.

Band 4 - Science
Electricity

b › b+ › w › w+ › **s** › s+

☐ Identify common appliances that run on electricity.
I can talk about common appliances that run on electricity.

☐ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.

☐ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

☐ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

☐ Recognise some common conductors and insulators, and associate metals with being good conductors.
I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors.

Band 4 - Science
Sound

b › b+ › w › w+ › **s** › s+

☐ Identify how sounds are made, associating some of them with something vibrating.
I can explain how sounds are made, and show that some of them are linked to vibrations.

☐ Recognise that vibrations from sounds travel through a medium to the ear.
I can explain that vibrations from sounds travel through a medium to the ear.

☐ Find patterns between the pitch of a sound and features of the object that produced it.
I can find patterns between the pitch of a sound and features of the object that produced it.

☐ Find patterns between the volume of a sound and the strength of the vibrations that produced it.
I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.

☐ Recognise that sounds get fainter as the distance from the sound source increases.
I can show that sounds get fainter as the distance from the sound source increases.

Target Tracker