

Science : Working Scientifically

	Year 3	Year 4	Year 5	Year 6
Planning	<ul style="list-style-type: none"> •Can they use different ideas and suggest how to find something out? •Can they make and record a prediction before testing? •Can they plan a fair test and explain why it was fair? •Can they set up a simple fair test to make comparisons? •Can they explain why they need to collect information to answer a question? 	<ul style="list-style-type: none"> •Can they set up a simple fair test to make comparisons? •Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? •Can they suggest improvements and predictions? •Can they decide which information needs to be collected and decide which is the best way for collecting it? •Can they use their findings to draw a simple conclusion? 	<ul style="list-style-type: none"> •Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? •Can they make a prediction with reasons? •Can they use test results to make predictions to set up comparative and fair tests? •Can they present a report of their findings through writing, display and presentation? 	<ul style="list-style-type: none"> •Can they explore different ways to test an idea, choose the best way, and give reasons? •Can they plan and carry out an investigation by controlling variables fairly and accurately? •Can they use information to help make a prediction? •Can they use test results to make further predictions and set up further comparative tests? •Can they explain, in simple terms, a scientific idea and what evidence supports it? •Can they present a report of their findings through writing, display and presentation?
Obtaining and presenting	<ul style="list-style-type: none"> •Can they measure using different equipment and units of measure? •Can they record their observations in different ways? (labelled diagrams, charts etc) •Can they describe what they have found using scientific language? •Can they make accurate measurements using standard units? 	<ul style="list-style-type: none"> •Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? •Can they make accurate measurements using standard units? •Can they explain their findings in different ways (display, presentation, writing)? 	<ul style="list-style-type: none"> •Can they take measurements using a range of scientific equipment with increasing accuracy and precision? •Can they take repeat readings when appropriate? •Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? 	<ul style="list-style-type: none"> •Can they explain why they have chosen specific equipment? •Can they decide which units of measurement they need to use? •Can they explain why a measurement needs to be repeated? •Can they record their measurements in different ways? (incl bar charts, tables and line graphs)
Considering evidence and evaluating	<ul style="list-style-type: none"> •Can they explain what they have found out and use their measurements to say whether it helps to answer their question? •Can they use a range of equipment (including thermometers and data loggers) in a simple test? 	<ul style="list-style-type: none"> •Can they find any patterns in their evidence or measurements? •Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? •Can they use straightforward scientific evidence to answer questions or to support their findings? •Can they identify differences, similarities or changes related to simple scientific ideas or processes? 	<ul style="list-style-type: none"> •Can they report and present findings from enquiries through written explanations and conclusions? •Can they use a graph to answer scientific questions? •Can they suggest how to improve their work and say why they think this? 	<ul style="list-style-type: none"> •Can they find a pattern from their data and explain what it shows? •Can they link what they have found out to other science? •Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? •Can they report findings from investigations through written explanations and conclusions? •Can they identify scientific evidence that has been used to support to refute ideas or arguments?