



Assessment group (* focus child):

Highlight secure statements only autumn term = orange spring term = green summer term= yellow

I can ask relevant questions and use scientific enquiries to answer them	I can identify and describe the functions of different parts of a flowering plant: roots, stems, leaves, flower	I can compare and group together different kinds of rocks on the basis of their appearance	I can compare how things move on different surfaces
I can set up simple practical enquiries, comparative and fair tests	I can explore what a plant needs for life and growth and how this may vary from plant to plant	I can compare and group together different kinds of rocks on the basis of simple physical properties	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance
I can make systematic and careful observations and take accurate measurements using scientific equipment (including data loggers) to measure accurately in standard units	I can explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal	I can recognise that soils are made from rocks and organic matter	I can observe how magnets attract or repel each other and attract some materials and not others
I can gather, record, classify and present data in a variety of ways to help in answering questions	I can investigate the way in which water is transported in plants	I can describe in simple terms how fossils are formed when things that have lived are trapped within a rock	I can compare and group together a variety of materials that are attracted to a magnet or not
I can record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.	I can identify that animals including humans need the right types and amount of nutrition		I can describe magnets as having two poles and can predict whether two magnets will attract or repel each other depending on which poles are facing each other
I can explain what I have found out/ why things have happened using speaking, writing, displays and presentations and conclusions.	I can recognise that humans and animals get nutrition from what they eat		I can recognise that we need light in order to see things and that dark is the absence of light
I can use results to draw simple conclusions and suggest improvements and make predictions for further questions	I can identify that humans and some other animals have skeletons and muscles		I can recognise that shadows are formed when a light source is blocked by an opaque object
I can identify differences, similarities or changes related to specific ideas	I can recognise that a skeleton supports and protects parts of the body		I know that light is reflected from surfaces
I can use scientific evidence to answer questions and support my findings	I can understand that muscles are used for movement		I can recognise light from the sun may be dangerous and how to protect my eyes
Working Scientifically	Biology – Plants and animals including humans	Chemistry - Rocks	Physics - Forces and Magnets Light

Overall Assessment

Date:

Judgement:

WTS (working towards the expected standard); **EXS** (working at the expected standard);

GDS (working at greater depth within the expected standard)