



Assessment group (* focus child):

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

I can ask my own questions and plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	I can explain that some changes result in the formation of new materials and this is not reversible, including changes associated with burning and the action of acid on bicarbonate of soda	I can describe the movement of the Earth and other planets relative to the Sun in the solar system
I can record data and results using scientific diagrams, labels, tables, scatter, bar and line graphs and classification keys	I can describe the life processes of reproduction in some plants and animals	I can compare and group together everyday materials on the basis of their properties including hardness, solubility, transparency, conductivity (thermal and electrical) and response to magnets	I can describe the movement of the Moon relative to the Earth
I can raise further questions that could be investigated based on my data and observations	I can name, locate and describe functions of the main parts of plants including those involved in reproduction	I can understand that some materials will dissolve in liquid to form a solution	I can describe the Earth, Sun and Moon as approximately spherical bodies
I can draw conclusions from scientific enquiry	I can describe the changes as humans develop to old age	I know how to recover a substance from a solution	I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
I can take accurate and precise measurements, using a range of scientific equipment taking repeat readings where necessary		I can use knowledge of solids, liquids and gases to decide how mixtures might be separated including filtering, sieving and evaporation	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the earth and the falling object
I can explain and evaluate my methods and findings, communicating these in a variety of ways.		I can give reasons, based on evidence from comparative and fair testing, the particular uses of everyday materials including wood, plastic and metal	I can identify the effects of drag forces such as friction, air and water resistance, that act between moving surfaces
I can describe and evaluate my own and others' scientific ideas related to topics I have studied using evidence from a range or sources		I can demonstrate that dissolving, mixing and changes of state are reversible changes	I can recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect
I can report findings including causal relationships and explanations of and a degree of trust in results, oral and written			
Working Scientifically	Biology – Living things and their habitats, Animals including humans	Chemistry – Properties and changes of materials	Physics – Earth and Space, Forces

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)