



Science Assessment – Scientific Skills - Year 3/4

		Working Towards	On Track	Greater Depth
Cycle A	asking simple questions and recognising that they can be answered in different ways	ask relevant questions and use different types of scientific enquiries to answer them	plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
	gather and recording data to help in answering questions	record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,	
	use their observations and ideas to suggest answers to questions	report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions	report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
		identify differences, similarities or changes related to simple scientific ideas and processes		identify scientific evidence that has been used to support or refute ideas or arguments.
		use straightforward scientific evidence to answer questions or to support their findings.		

Plan	Do	Record	Review	<p>Once an objective has been covered it becomes Bold</p> <p>It is assumed child has achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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		Working Towards	On Track	Greater Depth
Cycle B	asking simple questions and recognising that they can be answered in different ways		set up (and carry out) simple practical enquiries, comparative and fair tests	use test results to make predictions to set up further comparative and fair tests
	observe closely, using simple equipment	make systematic and careful observations and ,where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers		take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
	perform simple tests			
	identify and classify			
	gather and recording data to help in answering questions		gather, record, classify and present data in a variety of ways to help in answering questions	record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,
	use their observations and ideas to suggest answers to questions		report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions	report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
		use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		

Plan	Do	Record	Review	<p>Once an objective has been covered it becomes Bold</p> <p>It is assumed child has achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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