Science Assessment – Scientific Skills - Year 5/6

	Working Towards	On Track	Greater Depth
Cycle A	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	ask questions and develop a line of enquiry based on observations of the real world alongside prior knowledge and experience
	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	make predictions using scientific knowledge and understanding
	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	select, plan and carry out the most appropriate types of scientific enquiries to test predictions.
	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,	make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements
	record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		present observations and data using appropriate methods, including tables and graphs
	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 .	interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
			present reasoned explanations, including data in relation to predictions and hypotheses
			evaluate data, showing awareness of potential sources of error
			identify further questions arising from results

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

Science Assessment – Scientific Skills - Year 5/6

	Working Towards	On Track	Greater Depth
Cycle B	ask relevant questions and use different types of scientific enquiries to answer them	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	ask questions and develop a line of enquiry based on observations of the real world alongside prior knowledge and experience
	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	select, plan and carry out the most appropriate types of scientific enquiries to test predictions.
	gather and recording data to help in answering questions	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements
	record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		present observations and data using appropriate methods, including tables and graphs
	use their observations and ideas to suggest answers to questions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
			present reasoned explanations, including data in relation to predictions and hypotheses
			evaluate data, showing awareness of potential sources of error
		Identifying scientific evidence that has been used to support or refute ideas or arguments	identify further questions arising from results

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