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|  | **Science Skill** | **Year 5 & 6**  ***More independence and more systematic*** | **EMERGING** | **EXPECTED** | **EXCEEDING** |
| **Asking the**  **question** | **Asking the starter question** | We can ask our own scientific questions |  |  |  |
| **Decide which type of enquiry is needed** | We can make our own decisions about the type of enquiry to carry out |
| **Collect data:**  **W*hat are we measuring or observing?*** | We can decide the most appropriate observations and measurement to take and how long to take them for |
| **Collect data:**  ***What might affect what we are observing or measuring?*** | We can decide which variable to change and which variables to keep the same |
| **Ask a questions (which could lead to a fair test)** | What do you think will happen to X if we change Y and keep…and…the same? (using appropriate units in the sentence) |
| **Predict what might happen** | We think X might happen because… (based on scientific knowledge) |
| **Planning** | We can decide the most appropriate equipment to use |
| **Collecting data** | **Gather evidence** | This is what I have observed…  This is what I have measured …  (Accurate, precise and repeatable) |  |  |  |
| **Sorting and classifying** | We can use a classification key  We can use a data base (record cards. computers etc) to describe and classify living things and materials  We can develop our own keys to describe and classify living things and materials |
| **Analysing data and drawing conclusions** | **Noticing patterns and relationships** | From the data in our graph/table we found out the relationships between X and Y  (e.g .the er…er…rule: the fast**er** the X the slow**er** the Y) |  |  |  |
| **Think about spooky results (errors and anomalies)** | We didn’t think this would happen…  This is a spooky result.  It might have happened because… |
| **Suggest improvements** | Suggest improvements to our method and say why  If we did this again we would do X because… |
| **Presenting**  **findings** | **Record findings** | We can choose the best way to record data including scientific diagrams and labels, classification keys, tables, bar and line graphs and models |  |  |  |
| **Reporting findings** | We can use or records to explain the relationships between variables (er….er…rule)  We can present our findings to an audience using displays, written text and power point etc  Describe using a model. This is a model of X and it shows us… |

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| **Date Last Assessed** | **Year Group** |
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