

Working Scientifically - Lower KS2	Working towards	Achieved	Mastered
Working Scientifically Y3 as for year 4, adapted for Year 3 focus			
I can ask questions and begin to use different types of scientific enquiries to answer them.			
I can carry out simple practical enquiries, comparative and fair tests, beginning to think about what needs to be changed or kept the same ('variables')			
I can make observations and take simple measurements in standard units, using a range of equipment, including newtonmeters (forcemeters)			
I can gather, record, classify and present data in different ways to help in answering questions.			
I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.			
I can report on findings from enquiries, including spoken and written explanations, and presentations of results. I am beginning to be able to draw conclusions.			
I am beginning to use results to draw simple conclusions, make new predictions, suggest improvements and ask more questions			
I can recognise explain differences, similarities or changes related to simple scientific ideas and processes.			
I can use straightforward scientific evidence to answer questions or to support my findings.			
Working Scientifically Y4			
I can ask relevant questions and use different types of scientific enquiries to answer them.			
I can set up simple practical enquiries, comparative and fair tests, (recognising variables that need to be changed or kept the same)			
I can make systematic and careful observations and take accurate measurements in standard units using a range of equipment, including thermometers and data loggers.			
I can gather, record, classify and present data in a variety of ways to help in answering questions.			
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.			
I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.			
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.			
I can identify differences, similarities or changes related to scientific ideas and processes.			
I can use scientific evidence to answer questions or to support my findings			
(I can use simple secondary sources to find information.)			

Working Scientifically – Upper KS2	Working towards	Achieved	Mastered
Working Scientifically Y5 as for year 6, adapted for Year 5 focus			
I can plan different types of scientific enquiries to answer questions, recognising variables and understanding which need to be changed or controlled (kept the same)			
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.			
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs.			
I am beginning to use test results to make predictions to set up further comparative and fair tests.			
I can talk about and present findings from enquiries, including conclusions and casual relationships. I can consider how reliable the information is.			
I can identify scientific evidence that has been used to support or refute ideas or arguments.			
(I can find things out using secondary sources of information).			
Working Scientifically Y6			
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.			
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.			
I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs.			
I can use test results to make predictions to set up further comparative and fair tests.			
I can talk about and present findings from enquiries, including conclusions, casual relationships and explanations of how reliable the information is.			
I can identify scientific evidence that has been used to support or refute ideas or arguments.			
I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources.			
I can group and classify things and recognise patterns			
I can find things out using a wide range of secondary sources of information			
I can use scientific language and ideas to explain, evaluate and communicate my methods and findings.			

