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| **Year 5** | | |
| Working below expectation | Working at expectation | Working above expectation |
| Beginning to make links to what they already know.  Suggesting the appropriate enquiry to make and recognising when it is appropriate to test or to use a secondary source.  Recognising when a test is fair and suggesting ways to keep it fair.    Identifying naturally occurring patterns and relationships and drawing simple conclusions from these.  Classifying with a simple key.  Using data loggers / thermometers.  Recording and presenting what they have found using scientific language, drawings, labelled diagrams, bar charts, tables and classification keys.  Explaining their findings in different ways - display, presentation and/or writing.    Using their findings to draw simple conclusions.  Suggesting improvements and predictions for further tests.  Suggesting how to improve their work if they did it again. | Raising their own question and applying their knowledge to make predictions.  Beginning to separate fact and opinions in secondary sources.  Planning and carrying out an investigation by controlling variables fairly and accurately.  Deciding how to record their data.  Recording more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.  Using classification keys to identify.  Identifying whether their results support or refute their predictions and ideas.  Using test results to make further predictions and setting up further comparative tests.  Reporting findings from investigations through written explanations and conclusions. | Selecting and planning the most appropriate type of enquiry.  Using information to help them make a prediction.    Varying one factor whilst keeping the others the same in an experiment.  Explaining (in simple terms) a scientific idea and what evidence supports / refutes it.    Deciding which units of measurement they need to use.  Taking repeat measurements where appropriate and explaining why a measurement needs to be repeated.  Identifying the method of recording results.  Developing their own classification keys.  Finding a pattern from their data and explaining what it shows.  Linking what they have found out to other science knowledge.  Suggesting how to improve their work and say why they think this. |