

Hoyland Common Primary School

Science AT1 Skills





Level 1

<u>Incerts assessment criteria</u>	<u>Skills</u>
D – Children describe or respond appropriately to simple features of objects, living things and events they observe, communicating findings in simple ways.	I talk about what I see, hear, touch, smell or taste. I ask questions about what I see. I contribute to class discussion in science. I know why I am trying to find things out. I give some reasons why some things might happen. I draw pictures of what I see, hear, touch, smell or taste. I can put information on a chart. I make some measurements of what I observe. I can tell others what I have done. I can tell others what I have found out.



Level 2

<u>Incerts assessment criteria</u>	<u>Skills</u>
A	
B – Children use simple texts with appropriate help to find information.	I find information from books or other printed and screen sources
C – Children use simple equipment provided and make observations related to their task.	I use all of my senses to observe so that I can try to answer questions I make measurements using simple equipment
D – Children respond to suggestions about how to find things out and with help make their own suggestions about how to collect data to answer questions.	I act on suggestions about how to find things out
E	
F	
G – Children describe observations using scientific vocabulary and record them using simple tables when appropriate.	I describe my observations using scientific vocabulary I record my observations on screen and paper using text, tables, drawings and labelled diagrams
H	
I – Children say whether what happened was what they expected.	I say whether what happened was what I expected I begin to give reasons to support my ideas
J	
K	
L – Children observe and compare objects, living things and events.	I compare observations using scientific vocabulary
M	



Level 3

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children recognise why it is important to collect data to answer questions	I recognise why it is important to collect data to answer questions
B – Children use simple texts to find information	I use a range of texts to investigate science topics I begin to record relevant information from text and screen sources.
C – Children make relevant observations and measure quantities, such as length or mass, using a range of simple equipment	I measure length, mass, time and temperatures using suitable equipment
D – Children respond to suggestions and put forward their own ideas about how to find the answer to a questions	I act on suggestions and put forward my own ideas about how to find the answer to a question I predict what might happen before I carry out any tests
E – Where appropriate, children carry out fair tests with some help, recognise and explain why it is fair	With help, I can carry out a fair test and explain why it was fair
F	
G	
H	
I – Children provide explanations for observations and for simple patterns in recorded measurements	I give reasons for my observations I use scientific vocabulary to describe my observations I look for patterns in my data and try to explain them
J – Children communicate in a scientific way what they have found out and suggest improvements to their work	I suggest how I can make improvements to my work
K	
L – Children record their observations in a variety of ways	I record my observations, comparisons and measurements using tables, charts, text and labelled diagrams
M	



Level 4

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children recognise that scientific ideas are based on evidence	I understand that scientific ideas are based on evidence I can locate evidence in texts which supports investigations I am undertaking
B – Children select information from sources provided for them	I can select appropriate information to use from a variety of sources
C – Children select suitable equipment and make sense of observations and measurements that are adequate for the task	I make observations using materials and equipment that are right for the task
D – In their own investigative work, children decide on an appropriate approach to answer a question	I decide on the most appropriate approach to an investigation (e.g. a fair test) to answer a question
E – Where appropriate, children describe or show in the way they perform their task, how to vary one factor while keeping others the same	I can describe how to vary one factor while keeping others the same I consider how changing one variable can alter another and use the convention of ‘er’ words to describe this
F – Where appropriate, children make predictions	I can make predictions I can give reasons to support my predictions
G – Children record observations, comparisons and measurements using tables and bar charts	I record my observations using a variety of methods (tables, charts and graphs)
H	
I – Children begin to relate their conclusions to these patterns and to scientific knowledge and understanding, and to communicate them with appropriate scientific language	I relate my conclusions to pattern in my data I use appropriate scientific vocabulary
J – Children suggest improvements in their work, giving reasons	I suggest improvements to my work and give reasons to support these ideas
K – Children begin to plot points to form simple graphs and use these graphs to point out and interpret patterns in their data	I plot points to make line graphs based on my evidence I use my data to interpret patterns in my data
L	
M	



Level 5

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanations	I describe how experimental evidence and creative thinking have been combined to provide a scientific explanation (Jenner’s work on vaccination) I spend time investigating experimental evidence and apply knowledge to my own work
B – Children select from a range of sources of information	I select appropriate sources from a range of information I use the computer to collect data (data logging)
C – Children make a series of observations, comparisons or measurements with precision appropriate to the task	I make a series of precise observations, comparisons and measurements when completing scientific tasks I use my comparisons to inform my conclusions
D – When children try to answer a scientific questions, they identify an appropriate approach	I find an appropriate approach when trying to answer a question I experiment with a range of methods to ensure I have the correct approach to a given task
E – When the investigation involves a fair test, children identify key factors to be considered	When my investigation involves a fair test, I find and discuss the key factors to be considered I use the key factors to decide on the variables for my experiment
F – Where appropriate, children make predictions based on their scientific knowledge and understanding	I make predictions based on my scientific knowledge and understanding I can give scientific reasons, using my past knowledge, to give reasons for predictions
G – Children use appropriate scientific language and conventions to communicate quantitative and qualitative data	I use appropriate scientific language and conventions to communicate both quantitative and qualitative data
H – Children select apparatus for a range of tasks and plan to use it effectively	I select appropriate apparatus for a task I plan to use this apparatus effectively in my work
I – Children draw conclusions that are consistent with the evidence and begin to relate these to scientific knowledge and understanding	I draw conclusions which are consistent with the evidence and relate these to scientific knowledge I give reasons and explanations to support my conclusions
J – Children make practical suggestions about how their working methods could be improved	I make practical suggestions about how my working methods can be improved I work both individual and in groups to make improvements to my work
K – Children record observations and measurements systematically and, where appropriate, present data as line graphs	I record observations and measurements systematically I present data as line graphs where appropriate I can select other appropriate charts and tables to present my findings
L	
M – Children begin to repeat observations and offer simple explanations for any differences they encounter	I repeat observations and measurements and offer explanations for any differences I encounter I refer back to my observations and measurements when giving explanations