Hoyland Common Primary School

Science AT4 Skills

Science AT4

Year 1 Year 2 Year3 Year 4 Year 5 Year 6

Level 1

Incerts assessment criteria	Skills
A –	
B – Children recognise that sound and light come from a variety of sources and can name some of these.	I can describe changes in light, sound or movement when something is done I know that a shiny object needs a light source if it is to shine
C – Children communicate observations of light, sound or movement that result from actions.	I know that sound and light come from lots of sources and I can name them, with special attention to the sun I know that sound is heard through my ears
D -	
E -	
F -	
G -	

Science AT4

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Level 2

Incerts assessment criteria	Skills
A – Children compare the way in which devices work in different electrical circuits.	I can compare the way bulbs work in different electrical circuits
B – Children compare the brightness or colour of lights, and the loudness or pitch of sounds.	I can compare the brightness and colour of lights I can compare the loudness and pitch of sounds I can describe the speed and direction of moving objects I identify changes that happen when the sun goes behind a cloud I can describe what happens when wind hits an objects I know that ears give information about where sounds come from I know that pushes and pulls are forces and I can group them
C –	
D –	
E -	
F –	
G –	

Science AT4

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Level 3

Incerts assessment criteria	Skills
A –	
B -	
C – Children use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations	I use my knowledge of physical processes to link cause and effect I can give reasons why a bulb doesn't light in an electrical circuit I can identify pushes and pulls affecting the speed or movement of an object
D –	
E – Children begin to make simple generalisations about physical phenomena	I make statements about physical processes e.g. the fainter the sound, the further I am from the source
F –	
G	

Science AT4

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Level 4

Incerts assessment criteria	Skills
A – Children demonstrate knowledge and understanding of physical processes	I explain how a device may be connected in an electrical circuit I can explain how the apparent position of the sun changes over the course of a day
B –	
C –	
D – Children use physical ideas to explain some simple phenomena	I describe and explain physical phenomena
E – Children make generalisations about physical phenomena	I make generalisations about physical phenomena I know that motion is affected by forces
F -	
G – Children describe and explain physical phenomena	I use physical ideas to explain phenomena I can explain the formation of shadows I understand what happens to sound when it is heard through a variety of materials

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Level 5

Incerts assessment criteria	Skills
A – Children demonstrate knowledge and understanding of physical processes	I use my knowledge of physical processes to explain changes
B –	
C – Children use ideas to explain how to make a range of changes	I use ideas to explain how to make a range of changes I can alter the current in a circuit I can alter the pitch or loudness of a sound
D – Children use some abstract ideas in descriptions of familiar phenomena	I describe ideas related to physical processes I know objects are seen as light enters the eye I know that forces are balanced when an object is stationary
E –	
F – Children use simple models to explain effects that are caused by the movement of the Earth	I use models to explain effects that are caused by the movement of the Earth I can explain how the movement of the earth affects the length of a year
G	