

Hoyland Common Primary School

Science AT3 Skills





**Level 1**

<b><u>Incerts assessment criteria</u></b>	<b><u>Skills</u></b>
A – Children know about a range of properties and communicates observations of materials in terms of these properties	I describe materials by saying what they look like and what they feel like I can give reasons why a material may or may not be suitable for a certain purpose
B	
C	
D	
E	



**Level 2**

<b><u>Incerts assessment criteria</u></b>	<b><u>Skills</u></b>
A – Children identify a range of common materials and know about some of their properties	I can identify a range of common materials I can discuss the properties of these common materials, using my senses
B – Children describe similarities and differences between materials	I can compare materials I can use the properties of materials to discuss the similarities and differences between them
C – Children sort materials into groups and describe the basis for their grouping in everyday terms	I can use my knowledge of the properties of materials to sort them into groups I can describe to others the reasons for my groupings
D	
E – Children describe ways in which some materials are changed by heating or cooling or by processes such as bending and stretching	I can experiment with heating and cooling, bending and stretching materials I can discuss how these processes change materials I can use the vocabulary I have gathered on properties to describe the way materials change



**Level 3**

<b><u>Incerts assessment criteria</u></b>	<b><u>Skills</u></b>
A – Children use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties	I sort materials into a variety of groups I use my knowledge of the properties of materials to aid the grouping process
B – Children explain simply why some materials are particularly suitable for specific purposes	I can explain why materials are used for specific purposes I can discuss the properties of these materials to explain why these materials are chosen
C	
D	
E – Children recognise that some changes can be reversed and some cannot, and they classify changes in this way.	I understand the ways in which materials can be changed I recognise that some changes can be reversed and others cannot I begin to classify changes as reversible and non-reversible



**Level 4**

<b><u>Incerts assessment criteria</u></b>	<b><u>Skills</u></b>
A – Children demonstrate knowledge and understanding of materials and their properties	I can describe the properties of a wide range of materials I can recall my knowledge of the language that is used to describe the properties of materials I describe the differences between the properties of different materials
B – Children describe differences between the properties of different materials and explain how these differences are used to classify substances	I use my knowledge of properties of materials to compare and contrast them. I explain how these differences are used to classify substances
C – Children use scientific terms to describe changes	I use scientific language to describe changes in materials I can describe the processes of changes in materials (such as evaporation and condensation)
D – Children describe some methods that are used to separate simple mixtures	I describe methods to separate mixtures including, filtration and distillation
E – Children use knowledge about some reversible and irreversible changes to make simple predictions about whether other changes are reversible or not	I understand and identify reversible and irreversible changes I use my knowledge of these reversible and irreversible changes to make predictions about whether changes are reversible or not



**Level 5**

<b><u>Incerts assessment criteria</u></b>	<b><u>Skills</u></b>
A – Children demonstrate an increasing knowledge and understanding of materials and their properties	I have developed a wide scientific vocabulary for describing the properties of materials I select the most appropriate language to describe materials I can use this language to describe the difference in properties of a range of materials
B – Children describe some metallic properties and use these properties to distinguish metals from other solids	I describe some properties of metals I use these properties to distinguish between metals and other solids
C – Children identify a range of contexts in which changes take place	I can identify a range of contexts in which changes take place I understand and can discuss the processes of evaporation and condensation
D – Children use knowledge about how a specific mixture can be separated to suggest ways in which other similar mixtures might be separated.	I understand how a range of mixtures can be separated I use this knowledge to suggest how other mixtures may be separated
E	