Working Scientifically Assessment **Bolton Brow Primary Academy** **(KS2)**

Name:_____

Year 3 and Year 4 working scientifically	B	D	S	Year 5 and Year 6 working scientifically	B	D	S
I ask my own questions and I use different approaches to answer them				I can ask questions for different types of enquiry			
I set up my own simple comparative and fair tests to answer questions				I can plan different types of scientific enquiries to answer questions			
I make careful observations				I can set up comparative and fair tests when necessary			
I use different equipment to measure accurately in standard units				I decide what observations and measurements to make			
I gather, record and present data in different ways: drawings				I use different scientific equipment to measure with precision. I take repeat readings when appropriate			
I gather, record and present data in different ways: labelled diagrams				I decide when to, and am able to, record data and results using scientific diagrams			
I gather, record and present data in different ways: using tables				I gather, record and present data in different ways: drawing tables			
I gather, record and present data in different ways: keys				I decide when to record data and results using labels			
I gather, record and present data in different ways: bar charts				I decide when to, and am able to record data and results using classification keys			
I explain what I have found out using speaking and writing for different audiences (written explanations, displays and presentations)				I decide when to, and am able to record data and results using bar graphs			
I draw simple conclusions and make predictions for new values				I decide when to, and am able to record data and results using line graphs			
I use relevant scientific language				I decide when to, and am able to record data and results using scatter graphs			
With help, I suggest improvements and raise further questions				I report and present findings , including displays and presentations, through speaking and writing			
With help, I can look for changes, patterns, similarities and differences in my data				I use results to make predictions and set up more tests (including fair tests)			
I can use my data to draw simple conclusions and answer questions				I can read, spell and pronounce scientific vocabulary			
I have been given a range of scientific experiences including different types of enquiries to answer questions				I can talk about how scientific ideas have developed over time			

Working Scientifically Assessment **Bolton Brow Primary Academy** **(EYFS & KS1)**

Name: _____

EYFS working scientifically	B	D	S	Year 1 and 2 working scientifically	B	D	S
I can show curiosity about objects, events and people **(Playing & Exploring)** I can question why things happen **(Speaking: 30-50 months)**				I can explore the world around me and raise my own simple questions			
I can engage in open-ended activity **(Playing & Exploring)**				I experience different types of science enquiries, including practical activities			
I can take a risk, engage in new experiences and learn by trial and error **(Playing & Exploring)**				I begin to recognise the different ways in which we answer scientific questions			
I can find ways to solve problems/find new ways to do things/test their ideas **(Creating & Thinking Critically)**				I can carry out simple tests			
I can develop ideas of grouping, sequences, cause and effect **(Creating and Thinking Critically)** I know about similarities and differences in relation to places, objects, materials and living things **(ELG: The World)**				I can use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)			
I can comment and ask questions about aspects of their familiar world such as the place where they live or the natural world **(The World:30-50 months)**				I can ask people questions and use simple secondary sources to find answers			
I can closely observe what animals, people and vehicles do **(The World: 8-20 months)** I can use senses to explore the word around me **(Playing & Exploring)**				I can observe closely using simple equipment and observe changes over time			
I can make links and notice patterns in my experience **(Creating and Thinking Critically)**				With guidance, I begin to notice patterns and relationships			
I can choose resources I need for my chosen activities **(ELG: Self Confidence &Awareness)** I can handle equipment and tools **(ELG: Moving & Handling)**				I can use simple measurements and equipment (hand lenses, egg timers) to ***gather*** data			
I can create simple representations of events, people and objects **(Being Imaginative: 40-60 + months)**				I can record simple data			
I can answer how and why questions about my experiences **(ELG: Understanding)** I can make observations of animals and plants and explain why some things occur, and talk about changes **(ELG:The World)**				I can use my observations and ideas to suggest answers to questions and to talk about what I have found out and how I found it out			
I can develop my own narratives and explanations by connecting ideas or events **(ELG: Speaking)** I can build up vocabulary that reflects the breadth of my experience **(Understanding 30-50 months)**				With help, I can record and communicate their findings in a range of ways and begin to use simple scientific language			

Working Scientifically Assessment **Bolton Brow Primary Academy** **(KS2 Greater Depth)**

Taken from CIEC www.ciec.org.uk Samantha Gould

Year 3 and Year 4 working scientifically	Secure Date	Year 5 and Year 6 working scientifically	Secure Date
I can record and present what I have found using scientific language, drawings, labelled diagrams, bar charts and tables.		I can explore different ways to test an idea and choose the best way, and give reasons.	
I can explain my findings in different ways (display, presentation, and writing)		I can vary one factor whilst keeping the others the same in an experiment.	
I can identify trends and patterns in results and explain their scientific meaning clearly using scientific language.		I can use scientific information gained from testing to help to make a prediction and set up further testing.	
I can suggest improvements and predictions for further tests.		I can explain, using scientific language, a scientific idea and the evidence that supports it.	
I can set up further tests.		I can decide which units of measurement I need to use and select and use a range of equipment independently and accurately.	
		I can explain why a measurement needs to be repeated.	
		I can find a pattern from my data and explain what it shows.	
		I can link what I have found out to other science.	
		I can suggest how to improve my work and say why I think this.	

Working Scientifically Assessment **Bolton Brow Primary Academy** **(KS1 Greater Depth)**

Year 1 **Working scientifically at greater depth**	Secure Date	Year 2 **Working scientifically at greater depth**	Secure Date
I can find out by watching, listening, tasting, smelling and touching.		I can suggest ways of finding out through listening, hearing, smelling, touching and tasting.	
I can give a simple reason for my answers.		I can say whether things happened as I expected and if not, why not.	
I can talk about similarities and differences.		I can suggest more than one way of grouping animals and plants and explain my reasons.	
I can explain what I have found out using scientific vocabulary.		I can use information from books and online information to find things out.	
I can use ICT to show my working.			
I can make accurate measurements.			