Year 5 6 Working Scientifically Assessment Check Spring Term

Name	Use their science experiences to explore ideas and raise different kinds of questions	Talk about how scientific ideas have developed over time	Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions	Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why	Use and develop keys and other information records to identify, classify and describe living things and identify patterns that might be found in the natural environment	Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact	Make their own decisions about what observatio ns to make, what measurem ents to use and how long to make them for	Look for different causal relationships in their data and identify evidence that refutes or supports their ideas	Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate	Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Identify scientific evidence that has been used to support or refute ideas or arguments	Use relevant scientific language and illustrations to discuss, communicat e and justify their scientific ideas, use oral and written forms such as displays and other presentation s to report conclusions, causal relationship s and explanations of degree of trust in results	Use their results to make predictions and identify when further observations, comparative and fair tests might be needed