

## Year 5

Working below expectation	Working at expectation	Working above expectation
<p>Beginning to make links to what they already know.</p> <p>Suggesting the appropriate enquiry to make and recognising when it is appropriate to test or to use a secondary source.</p> <p>Recognising when a test is fair and suggesting ways to keep it fair.</p> <p>Identifying naturally occurring patterns and relationships and drawing simple conclusions from these.</p> <p>Classifying with a simple key.</p> <p>Using data loggers / thermometers.</p> <p>Recording and presenting what they have found using scientific language, drawings, labelled diagrams, bar charts, tables and classification keys.</p> <p>Explaining their findings in different ways - display, presentation and/or writing.</p> <p>Using their findings to draw simple conclusions.</p> <p>Suggesting improvements and predictions for further tests.</p> <p>Suggesting how to improve their work if they did it again.</p>	<p>Raising their own question and applying their knowledge to make predictions.</p> <p>Beginning to separate fact and opinions in secondary sources.</p> <p>Planning and carrying out an investigation by controlling variables fairly and accurately.</p> <p>Deciding how to record their data.</p> <p>Recording more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.</p> <p>Using classification keys to identify.</p> <p>Identifying whether their results support or refute their predictions and ideas.</p> <p>Using test results to make further predictions and setting up further comparative tests.</p> <p>Reporting findings from investigations through written explanations and conclusions.</p>	<p>Selecting and planning the most appropriate type of enquiry.</p> <p>Using information to help them make a prediction.</p> <p>Varying one factor whilst keeping the others the same in an experiment.</p> <p>Explaining (in simple terms) a scientific idea and what evidence supports / refutes it.</p> <p>Deciding which units of measurement they need to use.</p> <p>Taking repeat measurements where appropriate and explaining why a measurement needs to be repeated.</p> <p>Identifying the method of recording results.</p> <p>Developing their own classification keys.</p> <p>Finding a pattern from their data and explaining what it shows.</p> <p>Linking what they have found out to other science knowledge.</p> <p>Suggesting how to improve their work and say why they think this.</p>

