

## Year 4

Working below expectation	Working at expectation	Working above expectation
<p>Raising their own relevant question and suggesting the appropriate enquiry to answer it.</p> <p>Suggesting more than one way of grouping animals and plants and explaining their reasons.</p> <p>Setting up and carrying out a suggested investigation.</p> <p>Classifying with a simple key.</p> <p>Saying whether things happened as they expected and if not, why not.</p> <p>Collecting and grouping observations and measurements in their own tables, bar charts and diagrams.</p> <p>Taking accurate measurements using standard units.</p> <p>Suggesting suitable information sources including books, internet and interviewing.</p> <p>Beginning to look for naturally occurring patterns and relationships and deciding what data to collect to identify them.</p> <p>Saying whether things happened as they expected and if not, why not.</p>	<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>

