

<p>Level 3</p>	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Identify differences, similarities or changes related to simple scientific ideas, processes or phenomena [] [] [] . Respond to ideas given to them to answer questions or suggest solutions to problems [] [] [] . Represent things in the real world using simple physical models [] [] [] . Use straightforward scientific evidence to answer questions, or to support their findings [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Explain the purposes of a variety of scientific or technological developments [] [] [] . Link applications to specific characteristics or properties [] [] [] . Identify aspects of our lives, or of the work that people do, which are based on scientific ideas [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Present simple scientific data in more than one way, including tables and bar charts [] [] [] . Use scientific forms of language when communicating simple scientific ideas, processes or phenomena [] [] [] . Identify simple advantages of working together on experiments or investigations [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Identify one or more control variables in investigations from those provided [] [] [] . Select equipment or information sources from those provided to address a question or idea under investigation [] [] [] . Make some accurate observations or whole number measurements relevant to questions or ideas under investigation [] [] [] . Recognise obvious risks when prompted [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Identify straightforward patterns in observations or in data presented in various formats, including tables, pie and bar charts [] [] [] . Describe what they have found out in experiments or investigations, linking cause and effect [] [] [] . Suggest improvements to their working methods [] [] []
<p>Level 2</p>	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Draw on their observations and ideas to offer answers to questions [] [] [] . Make comparisons between basic features or components of objects, living things or events [] [] [] . Sort and group objects, living things or events on the basis of what they have observed [] [] [] . Respond to suggestions to identify some evidence (in the form of information, observations or measurements) needed to answer a question [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Express personal feelings or opinions about scientific or technological phenomena [] [] [] . Describe, in familiar contexts, how science helps people do things [] [] [] . Identify people who use science to help others [] [] [] . Identify scientific or technological phenomena and say whether or not they are helpful [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Present their ideas and evidence in appropriate ways [] [] [] . Respond to prompts by using simple texts and electronic media to find information [] [] [] . Use simple scientific vocabulary to describe their ideas and observations [] [] [] . Work together on an experiment or investigation and recognise contributions made by others [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Make some suggestions about how to find things out or how to collect data to answer a question or idea they are investigating [] [] [] . Identify things to measure or observe that are relevant to the question or idea they are investigating [] [] [] . Correctly use equipment provided to make observations and measurements [] [] [] . Make measurements, using standard or non-standard units as appropriate [] [] [] 	<p><i>Across a range of contexts and practical situations pupils:</i></p> <ul style="list-style-type: none"> . Say what happened in their experiment or investigation [] [] [] . Say whether what happened was what they expected, acknowledging any unexpected outcomes [] [] [] . Respond to prompts to suggest different ways they could have done things [] [] []

R = Remember	U = Understand	AP = Apply	AN = Analyse
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