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| C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2CY4M7EU\blockpage[1].gifPupils suggest a variety of methods or strategies for their enquiries. |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gifThey make precise observations and accurate measurements using equipment with fine divisions. |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9QSDMF6Z\thinker[1].pngThey evaluate how far success criteria fully reflect successful outcomes. |
| They make predictions usingabstract scientific ideas. |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gif They regularly check progress, make on-going revisions when necessary and begin to justify any amendments or improvements made. |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9QSDMF6Z\thinker[1].pngThey identify the learning / thinking strategies being used and link the learning to unfamiliar situations. |
| In a fair test enquiry, they plan how to control the variables that they need tokeep the same and make decisions about the range and values of the independent variable. |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gifThey organise and communicate their findings in a variety of ways fit for purpose and audience. |  |  |
| They justify their success criteria. |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gifThey use appropriate axes and scales for graphs to show data effectively and begin to use some quantitative definitions. |  |  |
|  |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gifWhen considering their findings they assess bias, consider reliability and offer some explanations for any anomalies. |  |  |
|  |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gifThey use abstract scientific knowledge and understanding, including models, when explaining their findings and differences between, or changes to organisms, materials and physical phenomena. |  |  |
|  |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gifThey recognise that a number of factors and/or processes may have to be considered when explaining changes. |  | C:\Users\GA1566\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4DIIZAJZ\clip_art_science_microscope[1].gifThey consider a wider range of perspectives to inform opinions and decisions. |