

Science Assessment Grid : What Do Scientists Do? : Year 3/4



| <h2 style="margin: 0;">What Do Scientists Do?</h2> | | | | | | | | | | | | | | | | | | | | |
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| <p style="margin: 0;">Group: <input style="width: 100px; height: 20px;" type="text"/></p> <p style="margin: 0;">Year: <input style="width: 100px; height: 20px;" type="text"/></p> <p style="margin: 0;">Term: <input style="width: 100px; height: 20px;" type="text"/></p> | | | | | | | | | | | | | | | | | | | | |
| <h3 style="margin: 0;">SCIENCE</h3> | | | | | | | | | | | | | | | | | | | | |
| Lesson 1 | Can children think about the qualities a scientist might need? | | | | | | | | | | | | | | | | | | | |
| | Are children able to describe the three main branches of science? | | | | | | | | | | | | | | | | | | | |
| | Can children give a brief description of the scientific method? | | | | | | | | | | | | | | | | | | | |
| Lesson 2 | Can children make careful observations of patterns, similarities and differences? | | | | | | | | | | | | | | | | | | | |
| | Are children able to generate an enquiry question about fingerprints? | | | | | | | | | | | | | | | | | | | |
| | Can children think of a simple hypothesis for their enquiry question? | | | | | | | | | | | | | | | | | | | |
| Lesson 3 | Can the children identify ways that an experiment is not a fair test? | | | | | | | | | | | | | | | | | | | |
| | Are children able to plan a fair test? | | | | | | | | | | | | | | | | | | | |
| | Are children able to identify dependent and independent variables? | | | | | | | | | | | | | | | | | | | |
| Lesson 4 | Can children make clear and careful observations? | | | | | | | | | | | | | | | | | | | |
| | Can children draw conclusions from these observations? | | | | | | | | | | | | | | | | | | | |
| | Are children able to classify animals based on their observations? | | | | | | | | | | | | | | | | | | | |
| Lesson 5 | Can children predict the outcome to an investigation using existing knowledge and | | | | | | | | | | | | | | | | | | | |
| | Are children able to think about how they will collect and record their data efficiently? | | | | | | | | | | | | | | | | | | | |
| | Are children able to identify the dependent and independent variables in their investigation? | | | | | | | | | | | | | | | | | | | |
| Lesson 6 | Can children follow the scientific method in their investigation? | | | | | | | | | | | | | | | | | | | |
| | Are children able to describe what their results show? | | | | | | | | | | | | | | | | | | | |
| | Can children draw a conclusion, reflecting on their hypothesis? | | | | | | | | | | | | | | | | | | | |