

SRS Achievement Statements



مدرسة البحث العلمي
THE SCHOOL OF RESEARCH SCIENCE

Science

P Scales

		I am accurate	I am quick	I can apply it

		I am accurate	I am quick	I can apply it

Year 1 Achievement Statements

Working Scientifically		I am accurate	I am quick	I can apply it
P	I can talk about what I see, hear, smell, taste or touch			
	I can ask you questions.			
P	I can use simple equipment such as microscope/magnifying glass.			
P	I can carry out simple experiments.			
P	I can find and group things together by their features.			
P	I can answer some scientific questions			
P	I can collect and record my results and write them down (pictures, labels, captions or table)			
	I can make accurate measurements			
	I can give a simple reason for my answer			

Plants		I am accurate	I am quick	I can apply it
P	I can name the parts of a plant: petal stem leaf root flower			
P	I can find and name some common plants			
	I can tell you the names of some: Evergreen and Annual plants.			

Animals including humans		I am accurate	I am quick	I can apply it
P	I can find and name a variety of common animals : birds, fish, amphibians, reptiles, mammals and insects			
P	I can tell some differences between different animals.			
P	I can find and name which animals are carnivore, herbivore and omnivore			
	I can sort living and non living things			
	I can tell you what kinds of animals are kept as pets.			
P	I can label the human body using the right words.			
	I can find and name the parts of the body that we use for our senses			

Everyday Materials		I am accurate	I am quick	I can apply it
P	I can tell you the difference between an object and what it is made from.			
	I can tell you the names of some different everyday materials. Eg wood plastic metal rock			
P	I can tell you some about the properties of some everyday materials.			
P	I can describe and group materials together by their features.			

Seasonal change		I am accurate	I am quick	I can apply it
P	I can name the four seasons in order			
	I can tell you about what is different about each season.			
P	I can tell you about the kind of weather we get in each season.			
	I can tell you about how the length of the day changes in each season.			

Year 2 Achievement Statements

Working scientifically		I am accurate	I am quick	I can apply it
P	I can ask you questions and understand that they can be answered in different ways.			
P	I can use and measure using simple equipment such as microscope/magnifying glass.			
P	I can carry out simple experiments.			
	I carry out a simple fair test			
P	I can find and group things together by their features.			
P	I can use some scientific words to describe I have measured and answer questions			
P	I can collect and record my results by writing them down to help me answer questions. (Using Text diagrams pictures charts and tables)			
	I can give reasons for my answers			

Living things and their habitats		I am accurate	I am quick	I can apply it
P	I can tell you the differences between something that is living, things that are no longer alive and things that have never been alive.			
P	I can tell you how a habitat provides for the basic needs of living things there.			
P	I can match certain living things to the habitat they are found in. Inc plants			
	I can you describe a range of habitats including micro-habitats.			
P	I can tell you how a food chain works.			
	I can name different food sources of different animals.			
	I can tell you how different animals and plants depend on each other.			

Plants		I am accurate	I am quick	I can apply it
	I can describe what a plant needs to survive			
P	I can tell you how seeds and bulbs grow into plants.			
P	I can find out and explain why plants need water, light and right temperature to grow and stay healthy.			

Animals, including humans		I am accurate	I am quick	I can apply it
P	I can tell you what animals including humans need to survive			
	I can describe how animals grow over time.			
P	I can tell you the names of different animals' young.			
	I can describe the life cycle of some living things (egg/chicken egg/frog)			
P	I can tell you why exercise and a healthy diet is important.			
P	I can tell you why it is important to make sure you are clean.			

Everyday Materials		I am accurate	I am quick	I can apply it
	I can tell you what different materials are used for.			
P	I can compare and group together a variety of materials based in their physical properties			
	I can tell you why some objects cannot be made from other materials.			
P	I can tell you how I can change the shape of solid objects.			
P	I can find and compare the suitability of metal , plastic glass brick rock paper for a particular use			

Year 3 Achievement Statements

Working scientifically		I am accurate	I am quick	I can apply it
P	I can ask questions and conduct experiments to answer them.			
P	I can make and record a prediction before testing			
P	I can set up a fair practical experiment and explain why it was fair.			
P	I can take accurate measurements using different equipment and standard units of measure :			
	Thermometers.			
	Data loggers.			
	Rulers.			
P	I can record what I have found out using scientific vocabulary.			
	I can write what I have found out in a report.			
P	I can present my observations in different ways (labelled diagrams, charts etc) .			
P	I can use the results I have found to draw conclusions.			
	I can tell you what is different, what has stayed the same and what has changed in an experiment.			
	I can use the evidence from my own and other people's experiments to support what I have found.			
	I can suggest how to improve my work if I did it again			

Plants		I am accurate	I am quick	I can apply it
P	I can identify and describe the functions of different flowering plants: roots stem/trunk leaves flowers			
P	I can tell you why different plants need different amounts of water, nutrients from the soil, light and heat to grow and stay healthy.			
P	I can tell you how water is transported inside plants.			
P	I can tell you about the lifecycle of a flowering plant.			
	I can classify a range of flowering plants according to the environment, size and climate			

Animals including humans		I am accurate	I am quick	I can apply it
P	I can explain why having a nutritional diet is important			
P	I can describe the skeletal system of a human			
	I can explain the importance of the skeletal system of a human			
P	I can describe the muscular system of a human			
	I can explain the importance of the muscular system of a human			

Rocks		I am accurate	I am quick	I can apply it
P	I can compare and group different kinds of rocks based on their:			
	Appearance.			
	Physical properties.			
P	I can describe how fossils are formed.			
	I can describe and explain the differences sedimentary and igneous rock – how they are formed			
	I can begin to relate the properties of rock to their uses			

Light		I am accurate	I am quick	I can apply it
P	I can explain why we need light to see things.			
P	I can explain that dark is the absence of light.			
	I can tell you why the sun is dangerous to the eyes and suggest ways to protect our eyes.			
P	I can tell you how shadows are formed.			
P	I can tell you about reflected light.			
P	I can find the pattern in the way the size of the shadow can change.			
	I can explain why the size of a shadow change when the light sources is moved closer or further away from an object			

Forces and Magnets		I am accurate	I am quick	I can apply it
P	I can tell you how things move on different surfaces.			
P	I can describe magnetic force.			
P	I can describe how magnets attract and repel each other.			
	I can tell you some materials that are magnetic.			
	I can tell you some materials that are not magnetic.			

P	I can group together materials based on if they are magnetic or not.			
	I can tell you about the poles of a magnet.			
P	Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing.			
	I can investigate the strength of different magnets			

Year 4 Achievement Statements

Working scientifically		I am accurate	I am quick	I can apply it
P	I can ask relevant questions.			
	I can use different types of experiments to answer questions.			
P	I can plan a fair test identifying the variables			
P	I can make a prediction before I have carried a test			
P	I can make careful observations and take accurate measurements using using standard units of measure: :			
	Thermometers.			
	Data loggers.			
	Rulers.			
	Add your own			
	I can classify my results and present the data.			
P	I can record my in a report using:			
	Bar Charts.			
	Line Graphs.			
	Diagrams.			
	Classification key			
P	I can explain my finding different ways (oral presentation or report)			
P	I can use the evidence from my results to give you a conclusion.			
P	I can evaluate the experiment and suggest improvements.			

Living things and their habitats		I am accurate	I am quick	I can apply it
P	I can tell you about how different living things can be grouped together.			
P	I can tell you about how environmental changes can sometimes pose a danger to living the things			
P	I can show you how to use a classification key to group living things (plants, vertebrates and invertebrates).			
	I can tell you about the lifecycle of a flowering plant.			

Animals including humans		I am accurate	I am quick	I can apply it
	I can identify and find different parts of the human digestive system.			
P	I can describe the simple functions of the parts of the digestive system in humans			

	I can name the different types of teeth I have in my mouth.			
P	I can identify the simple function of the different types of teeth in a human			
P	I can draw a food chain.			
	I can identify the producers/ consumers, predators/prey in a variety of food chains			

States of matter		I am accurate	I am quick	I can apply it
P	I can group materials by state (solid, liquid, gas).			
P	I can describe what happens to water as it is heated and cooled.			
	I can measure temperature in degrees Celsius.			
P	I can tell you about the water cycle.			
	I can link the temperature to the change of states of materials			

Forces and magnets		I am accurate	I am quick	I can apply it
P	I can describe a range of sound and explain how they are made.			
P	I can tell you how sound travels to your ear.			
	I can tell you how the pitch of a sound depends on the object that produced it.			
	I can describe volume in terms of vibrations.			
P	I can tell you what happens to a sound when you get further away from it.			

Electricity		I am accurate	I am quick	I can apply it
	I can tell you some appliances that run on electricity.			
P	I can build a series electrical circuit and identify each element.			
	I can tell you, by looking, whether a light will switch on in a circuit.			
P	I can tell you about how switches work in a circuit.			
	I can tell you a list of common conductors.			
	I can tell you a list of common insulators.			
P	I can tell you why metal is a good conductor.			

Year 5 Achievement Statements

Working scientifically		I am accurate	I am quick	I can apply it
	I can plan different kinds of fair experiments.			
P	I can tell you how I control variables in my experiments.			
P	I can make a prediction with reasons			
P	I can take accurate measurements using lots of different scientific equipment.			
	I can explain why it is important to take repeated measurements			
P	I can record data using:			
	Labelled scientific diagrams.			
	Classification keys.			
	Tables.			
	Bar charts.			
	Line charts.			
P	I can present my findings in a written report with an introduction, conclusion and results.			
	I can present my findings in an oral presentation with an introduction, conclusion and results.			
	I can tell you about other experiments that have been done to support or disprove ideas.			

Living things and their habitats		I am accurate	I am quick	I can apply it
P	I can describe the differences between the life cycles of:			
	A mammal.			
	A bird.			
	An insect.			
	An amphibian.			
P	I can describe the reproductive cycle of a common plant.			
P	I can describe the reproductive cycle of an animal.			
	I can compare the life cycle between a plant and an animal in my local environment			

Properties and changes to materials		I am accurate	I am quick	I can apply it
P	I can classify everyday materials based on their properties :			
	Transparency.			
	Hardness.			
	Solubility.			

	Electrical conductivity. Thermal conductivity. Response to magnets.			
P	I can tell you about how some materials dissolve to form a solution.			
	I can tell you how to separate materials in a solution.			
P	I can decide how best to separate mixtures.			
	I can tell you using evidence why some materials are best suited to different uses.			
P	I can tell you why some state changes are reversible, and some state changes aren't.			

Animals including humans		I am accurate	I am quick	I can apply it
P	I can describe how humans change as they age.			
	I can create a timeline to show the stage of growth for different animals. Eg frog or butterfly			

Earth and Space		I am accurate	I am quick	I can apply it
P	I can tell you about how the planets in our solar system move in relation to the Sun.			
	I can explain how seasons are created			
P	I can tell you about how the Moon moves relative to the Earth.			
P	I can tell you the shape of the Moon, Sun and Earth.			
P	I can explain how day turns into night.			
	I can compare the time of day at different places on the earth			

Forces		I am accurate	I am quick	I can apply it
P	I can explain why objects fall to Earth.			
P	I can tell you about the effects of air resistance, water resistance and friction.			
P	I can tell you how mechanisms allow a smaller force to have a greater effect.			

Year 6 Achievement Statements

Working scientifically		I am accurate	I am quick	I can apply it
	I can plan different kinds of fair experiments to test an idea.			
P	I can recognise why controlling variables is important and explain how I do this in my experiments.			
P	I can take accurate measurements using scientific equipment.			
P	I can take repeated measurements when appropriate and explain the importance.			
P	I can record data using:			
	Labelled scientific diagrams.			
	Classification keys.			
	Tables.			
	Bar charts.			
	Line charts.			
	I can decide which unit of measurement is needed in an experiment			
P	I can draw conclusions from my results and describe causal relationships in results.			
	I can make a prediction with reasons and scientific knowledge			
P	I can present my findings in a written report with an introduction, conclusion and results.			
	I can present my findings in an oral presentation.			
	I can identify scientific evidence that has been used to support or refute ideas or arguments.			

Living things and their habitats		I am accurate	I am quick	I can apply it
P	I can describe how living things are classified into broad groups according to common observable characteristics.			
	I can classify plants and animals into groups.			
P	I can tell you why I have classified them into those groups.			

Animals including humans		I am accurate	I am quick	I can apply it
	I can identify and name the main parts of the human circulatory system.			
P	I can describe the functions of the heart, blood vessels and blood.			
P	I can tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.			
P	I can describe the ways in which nutrients and water are transported within animals.			
	I can describe the ways in which nutrients and water are transported within humans.			

Adaptation and inheritance		I am accurate	I am quick	I can apply it
P	I can tell you about how fossils provide information about living things that lived on Earth millions of years ago.			
	I can recognise that living things produce offspring of the same kind but are not identical to their parents			
P	I can give reasons why the offspring of living things are similar but not identical to their parents.			
P	I can tell you how animals and plants adapt to suit their environment.			

Light		I am accurate	I am quick	I can apply it
	I can tell you about how light appears to travel.			
	I can tell you about how objects need to reflect light to be visible.			
P	I can explain how we are able to see things because of light travelling.			
P	I can explain why shadows are the same shape as the objects that cast them.			

Electricity		I am accurate	I am quick	I can apply it
	I can explain how the brightness of a lamp, or volume of a buzzer, is associated with the number and voltage of cells used in a circuit.			
P	I can compare and give reasons for variations in how components function in circuits.			
P	I can use recognised symbols to represent a simple circuit in a diagram.			

