NAME: _____

SCIENCE	
SCIENTIFIC ENQUIRY	**P7**

- Demonstrate an understanding of some scientific vocabulary at least 10 of

Same …… Different ……

Before……After ……

Light…… Dark……..

Float…… Sink ……..

Melt…… Solid ……

Liquid …….. Rough ……

Smooth …….. Bumpy……

Grow …… Eat ……

More …….

- Can complete simple investigations following demonstration/visual/verbal prompts …….

- Begin to make suggestions for planning their work *e.g. when all the equipment is out, identify what do we need to do first? or, What do we need? What happens next?* ……

- Record findings using appropriate worksheet, e.g. stickers, symbols, drawings, yes/no charts …….

- Sequence 3 pictures to record findings of an experiment…….

- Answer one question about their results, *e.g. "What happened to the wood/chocolate?"* …….

Performance Description - P7 **Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases, *e.g. which food to give which animal.* Pupils can demonstrate simple properties of light, sound and movement, *e.g. bright, noisy/quiet, fast/slow.* They make simple records of their findings, (for example, by putting pictures of an activity in sequence). They begin to make suggestions for planning and evaluating their work, *e.g. responding to the question 'Was that right or wrong?'* 'Showing', demonstrating', 'trying out', 'responding', etc., may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities. For some pupils this may mean directing an adult undertaking the task**

	Date		Date		Date		Date		Date
20% Achieved		**40% Achieved**		**60% Achieved**		**80% Achieved**		**Level Achieved**	