

## Science Disciplinary SKILLS (KS2 – bridge into KS3)

N.C. level	Q	V		P	O			R		C		E
	Ask Questions (Enquiry) (Problem Solve)	Variables (Reasoning) (Enquiry)	Research (Info processing)	Predict ** (Creative thinking) (Reasoning)	Observe & Measure (Reasoning) (Enquiry) (Problem Solve)			Present Information (Communicate)		Analysis (Creative thinking) (Reasoning)		Evaluate (Problem Solving) (Evaluating)
					Planning	Resources	Observation	Recording	Graphs	Patterns	Conclusion	
Y9	<ul style="list-style-type: none"> <li>ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience</li> <li>understand that scientific methods and theories develop as scientists modify earlier explanations to take account of new evidence &amp; ideas, together with importance of publishing results and peer review</li> </ul>	<ul style="list-style-type: none"> <li>plan and design investigations and experiments to make observations and to test predictions, including identifying independent, dependent and control variables and their intrinsic nature and other factors to be taken into account when collecting evidence and data</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>make predictions using scientific knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>plan and design investigations and experiments to make observations and to test predictions, including identifying independent, dependent and control variables and their intrinsic nature and other factors to be taken into account when collecting evidence and data</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety</li> <li>evaluate risks</li> </ul>	<ul style="list-style-type: none"> <li>make and record observations and measurements using a range of methods for different investigations; ...</li> <li>pay attention to objectivity and concern for validity, accuracy, precision and measurement of uncertainty</li> <li>Apply sampling techniques</li> <li>Understand and use SI units &amp; IUPAC chemical names</li> </ul>	<ul style="list-style-type: none"> <li>present observations and data using appropriate methods, including tables and graphs</li> </ul>	<ul style="list-style-type: none"> <li>interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</li> <li>use and derive simple equations and carry out appropriate calculations</li> </ul>	<ul style="list-style-type: none"> <li>present reasoned explanations, including explaining data in relation to predictions and hypotheses</li> <li>apply mathematical concepts and calculate results</li> <li>undertake basic data analysis including statistical techniques</li> </ul>	<ul style="list-style-type: none"> <li>evaluate data, showing awareness of potential sources of random and systematic error</li> <li>identify further questions arising from their results</li> <li>...and evaluate the reliability of methods and suggest possible improvements</li> </ul>	
Y6 (4/5)	<ul style="list-style-type: none"> <li>I can use my science experiences to explore ideas and raise <b>different kinds of questions</b></li> </ul>	<ul style="list-style-type: none"> <li>Plan different types of enquiries, including recognise and controlling variables where necessary</li> <li>I recognise <b>when and how</b> to set up comparative and fair tests</li> <li>I can <b>explain</b> which variables are needed to be controlled</li> <li>I <b>explain why</b> these should be controlled</li> </ul>	<ul style="list-style-type: none"> <li>I recognise <b>which</b> secondary sources will be most useful</li> <li>I am beginning so separate opinion from fact</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Plan different types of enquiries, including recognise and controlling variables where necessary</li> <li>I <b>can select and plan</b> the most appropriate type of enquiry to use to answer a questions</li> <li>I <b>decide</b> about what observations to make</li> </ul>	<ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment in increasing accuracy and precision, taking repeat readings when appropriate</li> <li>I <b>decide</b> what measurements to use and how long to make them for</li> <li>I <b>decide</b> on the most appropriate equipment to use</li> <li>I can <b>explain</b> how to use the equipment accurately</li> <li>I can <b>make</b> my own keys</li> <li>I <b>can use keys</b> to classify and identify range of things</li> <li>I <b>decide</b> about what observations to make</li> </ul>	<ul style="list-style-type: none"> <li>Record data an results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs</li> <li>Report and present findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li>I <b>decide</b> how to record my data from a <b>variety</b> of choices</li> </ul>	<ul style="list-style-type: none"> <li>Report and present findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li>I look for causal relationships in my data</li> <li>I can talk about how ideas have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>relevant scientific language</b> and illustrations to discuss, communicate and justify my ideas</li> </ul>	<ul style="list-style-type: none"> <li>Identify scientific evidence to support or refute ideas or arguments</li> <li>Use test results to make predictions to set up further comparative &amp; FT</li> <li>I <b>identify evidence</b> that supports or refutes my ideas</li> <li>I can use my results to identify further questions, observats and comparative tests to carry out</li> </ul>		
Y4 (3/4)	<ul style="list-style-type: none"> <li>Ask <b>relevant</b> questions and use different types of scientific enquiries to answer them</li> <li>I can use practical science activities to give me ideas for questions</li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>I know when a fair test is necessary</li> <li>I help to decide how to set up a fair test</li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>I know when a fair test is necessary</li> <li>I help to decide how to set up a fair test</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>I am <b>starting to make decisions</b> about the best type of enquiry to use</li> <li>I am <b>beginning to decide</b> where I can find a pattern and what data I need to collect</li> <li>I <b>help to decide</b> what observations to make and how long to make them for</li> </ul>	<ul style="list-style-type: none"> <li>Make systematic and careful, observations where appropriate, taking accurate measurements using standard units using a range of equipment including thermometers &amp; dataloggers</li> <li>I <b>help to decide</b> what simple equipment we might use</li> <li>I am <b>learning to use</b> equipment e.g. data loggers</li> <li>I talk about how I have grouped, sorted and / or classified objects.</li> <li>I can use a simple key</li> <li>I <b>help decide</b> what observations to make and how long to make them for</li> <li>I collect data from my observations and measurements</li> <li>I use <b>standard measurements</b></li> </ul>	<ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help answer questions</li> <li>Record findings using <b>simple</b> scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>I <b>help decide</b> how to record my data in notes and <b>simple tables</b></li> </ul>	<ul style="list-style-type: none"> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li><b>With help</b> I look for differences similarities, changes and patterns in data</li> </ul>	<ul style="list-style-type: none"> <li>Use results to draw simple conclusions, make predictions for new values and suggest improvements, and raise further questions</li> <li>Use straightforward evidence to answer questions or to support their findings</li> <li>I can <b>draw a simple conclusion</b> and answer my question</li> <li>I use <b>relevant scientific language</b> to discuss my ideas and findings</li> </ul>	<ul style="list-style-type: none"> <li>With help I can find some new questions to ask</li> <li>With help I can suggest ways of doing what I did better</li> </ul>		
Y2 (2/3)	<ul style="list-style-type: none"> <li>Ask simple questions...</li> <li>I can use practical activities to ask <b>simple</b> questions about <b>how</b> things are <b>similar or different</b></li> <li>I can ask <b>simple questions</b> about <b>how</b> things change or <b>how</b> they happen</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Gather &amp; record data to help answer questions</li> <li>...and recognise that they can be answered in different ways</li> <li>I can <b>use simple</b> secondary sources to help find answers</li> <li>I ask people questions to find out answers</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests</li> <li>I have <b>experienced</b> different ways of answering questions</li> <li>I have <b>started to work on</b> different types of enquiry</li> <li>I am <b>beginning</b> to choose ways to answer questions</li> <li>I can carry out <b>simple</b> tests</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely with simple equipment</li> <li>I can make <b>simple measurements</b></li> <li>I can use <b>simple equipment</b> e.g. handlenses and egg timers to gather data</li> <li>I can identify and classify things</li> <li>I can explore the world around me</li> <li>I make <b>comparisons</b> of objects, materials and living things</li> <li>I decide on how to <b>group and sort</b> things <b>with help</b></li> <li>I observe changes over different times</li> </ul>	<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> <li>I can record <b>simple data</b></li> <li>I can record what I found out in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers to questions</li> <li>I am <b>beginning</b> to notice patterns with help</li> <li>I can talk about what has happened</li> <li>I can use some <b>simple</b> scientific language to share what I found out</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			

\*\* A 'guess' is not a prediction. A prediction should use scientific language. A guess can be good with reasons

## Disciplinary SKILLS (KS2 additional criteria, based on progression)

N.C. level	Q	V		O			R		C		E
	Ask Questions (Enquiry) (Problem Solve)	Variables (Reasoning) (Enquiry)	Research (Info processing)	Observe & Measure (Reasoning) (Enquiry) (Problem Solve)			Present Information (Communicate)		Analysis (Creative thinking) (Reasoning)		Evaluate (Problem Solving) (Evaluating)
				Planning	Resources	Observation	Recording	Graphs	Patterns	Conclusion	
Y6 (4/5)	<ul style="list-style-type: none"> <li>I can use my science experiences to explore ideas and raise <b>different kinds of questions</b></li> <li><i>I can write/identify a question to be investigated that others could use</i></li> <li><i>I recognize that other people may interpret evidence in different ways</i></li> <li><i>I can <b>explain how</b> experimental evidence &amp; creative thinking combine to make an explanation</i></li> </ul>	<ul style="list-style-type: none"> <li>Plan different types of enquiries, including recognise and controlling variables where necessary</li> <li>I recognise <b>when and how</b> to set up fair tests</li> <li>I can <b>explain</b> which variables are needed to be controlled</li> <li><b>I explain why</b> these should be controlled</li> <li><i>I identify some variables I cannot control &amp; <b>explain it</b></i></li> </ul>	<ul style="list-style-type: none"> <li>I recognise <b>which</b> secondary sources will be most useful</li> <li>I am beginning so separate opinion from fact</li> </ul>	<ul style="list-style-type: none"> <li>Plan different types of enquiries, including recognise and controlling variables where necessary</li> <li><b>I can select and plan</b> the most appropriate type of enquiry to use to answer a question</li> <li><b>I decide</b> about what observations to make</li> <li><i>I recognise that we need larger sample sizes to get more reliable results</i></li> <li><i>I can <b>explain how</b> my approach or method is the best</i></li> </ul>	<ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment in <b>increasing accuracy and precision</b>, taking <b>repeat readings</b> when appropriate</li> <li><b>I decide</b> what measurements to use and how long to make them for</li> <li><b>I decide</b> on the most appropriate equipment to use</li> <li>I can <b>explain</b> how to use the equipment accurately</li> <li><i>I explain how repeating observations &amp; measurements helps reduce errors to obtain more reliable evidence</i></li> <li>I can <b>make</b> my own keys</li> <li><b>I can use keys</b> to classify and identify range of things</li> <li><b>I decide</b> about what observations to make</li> <li><i>I make risk assess., controlling obvious risk to myself &amp; others</i></li> </ul>	<ul style="list-style-type: none"> <li>Record data an results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs</li> <li>Report and present findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li><b>I decide</b> how to record my data from a <b>variety</b> of choices</li> <li><i>I recognise the difference between continuous and discontinuous data</i></li> <li><i>I know that only continuous data can be presented as a line graph</i></li> </ul>	<ul style="list-style-type: none"> <li>Report and present findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li>I look for causal relationships in my data</li> <li>I can talk about how ideas have changed over time</li> <li><i>I can use data to identify patterns</i></li> <li><i>I can extract data from line graphs</i></li> </ul>	<ul style="list-style-type: none"> <li>I use <b>relevant scientific language</b> and illustrations to discuss, communicate and justify my ideas</li> <li>Identify scientific evidence to support or refute ideas or arguments</li> <li>Use test results to make predictions to set up further comparisons &amp; FT</li> <li><b>I identify evidence</b> that supports or refutes my ideas</li> <li>I can use my results to identify further questions, observe and comparative tests to carry out</li> <li><i>Suggest <b>how/why</b> my method should change</i></li> <li><i>I suggest larger sample sizes &amp; collaboration are needed to improve</i></li> <li><b>I explain</b> differences of repeated observations</li> <li><i>I explain reject results</i></li> </ul>			
Y5 (4)	<ul style="list-style-type: none"> <li><i>I recognise which questions can't be investigated</i></li> </ul>	<ul style="list-style-type: none"> <li>Plan different types of enquiries, including recognise and controlling variables where necessary</li> <li><i>I can plan a fair test and <b>explain with key vocab</b> why it is fair</i></li> <li><i>I can decide which <b>variables</b> to measure, change &amp; keep the same</i></li> <li><b>I use</b> 'variables'</li> </ul>		<ul style="list-style-type: none"> <li>Plan different types of enquiries, including recognise and controlling variables where necessary</li> <li><i>I can decide how to find answers</i></li> <li><i>I decide on the best approach</i></li> </ul>	<ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment in increasing accuracy and precision</li> <li><i>I can select suitable equipment and information from sources provided</i></li> <li><i>I recognise that a series of measurements or observations should be made in an investigation</i></li> </ul>	<ul style="list-style-type: none"> <li>Record data an results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs</li> <li>Report and present findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li><i>I can decide a method of recording data to suit the results, e.g. a two column table</i></li> <li><b>I'm beginning</b> to plot <b>line graphs</b></li> </ul>	<ul style="list-style-type: none"> <li>Report &amp; present findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays &amp; other presentations</li> <li><i>I re-order results to show a pattern</i></li> <li><i>I can use graphs to identify and interpret patterns in my data</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify scientific evidence to support or refute ideas or arguments</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li><i>I begin to consider whether to ignore any inaccurate or unsuitable results</i></li> <li><i>Now I have done the experiment I <b>describe</b> how to improve the method</i></li> </ul>			
Y4 (3/4)	<ul style="list-style-type: none"> <li>Ask <b>relevant</b> questions and use different types of scientific enquiries to answer them</li> <li>I can use practical science activities to give me ideas for questions</li> <li><i>With help, I can ask questions with <b>scientific ideas</b>, that can be investigated scientifically</i></li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>I know when a fair test is necessary</li> <li>I help to decide how to set up a fair test</li> <li><i>I recognise &amp; <b>begin to explain</b> how it is fair with help</i></li> </ul>	<ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help answer questions</li> <li>I know <b>when and how</b> secondary sources might help answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>I am <b>starting to make decisions</b> about the best type of enquiry to use</li> <li>I am <b>beginning to decide</b> where I can find a pattern and what data I need to collect</li> <li><b>I help to decide</b> what observations to make and how long to make them for</li> </ul>	<ul style="list-style-type: none"> <li>Make systematic and careful, observations where appropriate, taking accurate measurements using standard units using a range of equipment including thermometers and dataloggers</li> <li><b>I help to decide</b> what simple equipment we might use</li> <li>I am <b>learning to use</b> equipment e.g. data loggers, appropriately.</li> <li>I talk about how I have grouped, sorted and / or classified objects.</li> <li>I can use a simple key</li> <li><b>I help to decide</b> what observations to make &amp; how long to make them for</li> <li>I can collect data from my observations and measurements</li> <li>I use <b>standard measurements</b></li> </ul>	<ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help answer questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li><b>I help decide</b> how to record my data in notes and <b>simple tables</b></li> <li><b>I describe</b> why we need to collect data</li> </ul>	<ul style="list-style-type: none"> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li><b>With help</b> I look for differences similarities, changes and for naturally occurring patterns and relationships in data</li> </ul>	<ul style="list-style-type: none"> <li>Use results to draw simple conclusions make predictions for new values, suggest improvements, &amp; raise further questions</li> <li>Use straight forward evidence to answer questions or to support findings</li> <li><b>I draw a simple conclusion &amp;</b> answer my question</li> <li>I can use <b>relevant scientific lang.</b> to discuss my ideas and findings</li> </ul>	<ul style="list-style-type: none"> <li>With help I can find some new questions to ask</li> <li>With help I can suggest ways of doing what I did better</li> </ul>		

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## Disciplinary SKILLS – CURRICULUM 2014 (KS2 – additional criteria based on progression)

N.C. level	Q	V		O			R		C		E
	Ask Questions (Enquiry) (Problem Solve)	Variables (Reasoning) (Enquiry)	Research (Info processing)	Observe & Measure (Reasoning) (Enquiry) (Problem Solve)			Present Information (Communicate)		Analysis (Creative thinking) (Reasoning)		Evaluate (Problem Solving) (Evaluating)
				Planning	Resources	Observation	Recording	Graphs	Patterns	Conclusion	
Y3 (3)	<ul style="list-style-type: none"> <li>Ask <b>relevant</b> questions and use different types of scientific enquiries to answer them</li> <li>I ask questions in different ways</li> <li>I ask questions related to the activity we are carrying out</li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>I <b>compare</b> tests saying if it is fair or not, with help</li> <li>With help I identify at least 1 variable to control</li> </ul>	<ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help answer questions</li> <li>I can use ICT to find information relevant to my investigation as well as other sources provided</li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>I can carry out a fair test with some help</li> </ul>	<ul style="list-style-type: none"> <li>Make systematic and careful, observations where appropriate, taking accurate measurements using standard units using a range of equipment including thermometers and dataloggers</li> <li>To the <b>nearest whole no.</b> I measure from a range of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help answer questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables</li> <li>I can finish charts &amp; tables started for me</li> <li>I <b>begin</b> to record what I found out in a <b>scientific way</b>, trying to put headings in tables drawn for me</li> <li>With help I can draw a <b>bar chart or diagram</b> to show what happened</li> </ul>	<ul style="list-style-type: none"> <li>Report on findings including oral and written explanations, displays or presentations of results and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Use results to draw simple conclusions, make predictions for new values and suggest improvements, and raise further questions</li> <li>Use straight forward evidence to answer quest's or to support their findings</li> <li>I can write what I found out and try to <b>explain it simply</b></li> </ul>	<ul style="list-style-type: none"> <li>I can recognise unexpected results</li> </ul>		
Y2 (2/3)	<ul style="list-style-type: none"> <li>Ask <b>simple</b> questions...</li> <li>I can use practical activities to ask <b>my own</b> questions</li> <li>I can ask <b>simple questions</b> about <b>how</b> things change or <b>how</b> they happen or what will happen if...?</li> </ul>		<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> <li>...and recognise that they can be answered in different ways</li> <li>I can <b>use simple</b> secondary sources to help find answers</li> <li>I ask people questions to find out answers</li> </ul>	<ul style="list-style-type: none"> <li>Perform <b>simple</b> tests</li> <li>I have <b>experienced</b> different ways of answering questions</li> <li>I have <b>started to work on</b> different types of enquiry</li> <li>I am beginning to recognise ways to answer questions</li> <li>I can carry out simple tests</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely with <b>simple</b> equipment</li> <li>I can make <b>simple measurements</b></li> <li>I can use <b>simple equipment</b> e.g. handlenses and egg timers to gather data</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and Classifying</li> <li>I can explore the world around me</li> <li>I can make <b>comparisons</b> of objects, materials and living things</li> <li>I decide on how to <b>group and sort</b> things <b>with help</b></li> <li>I observe changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> <li>I can record simple data</li> <li>I can record what I found out in a variety of ways</li> <li>I fill in a tally chart if the teacher makes it for me or with help</li> <li>I can use simple chart templates provided to communicate with help</li> </ul>	<ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers to questions</li> <li>I am beginning to notice patterns with help</li> <li>I can talk about what has happened and how I found it out</li> <li>I am beginning to use some <b>simple</b> scientific language to share what I found out</li> <li>I <b>describe</b> obs. <b>simply</b> with a range of vocab</li> </ul>			
Y1 (1/2)	<ul style="list-style-type: none"> <li>Ask simple questions</li> <li>With help, I can use: Why, What, How and When</li> </ul>		<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> <li>With help, I can use <b>simple books &amp; other sources</b> to find out about scientific ideas</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests</li> <li>I <b>state</b> what I am doing now</li> <li>I am beginning to <b>say</b> what to do next</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely with simple equipment</li> <li>With help, I can use simple equipment to collect data</li> <li>I recognise some simple equipment we use</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and Classifying</li> <li>I use my senses to <b>observe</b> &amp; start to describe simple features of objects, events / living things</li> <li>I respond &amp; <b>begin to sort</b> appropriately with regard to simple features</li> <li>I can observe a change</li> <li>I begin to make <b>simple comparisons</b></li> </ul>	<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> <li>I communicate and draw simple pictures of my findings with help</li> <li>I can add blocks to towers, showing early measurement</li> <li>I can stick pictures onto a chart drawn for me</li> </ul>	<ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers to questions</li> <li>I begin to tell others some differences and similarities</li> <li>I use annotate drawings and simple sentences to communicate</li> <li>I can <b>state</b> what happened or what we did</li> </ul>			

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