
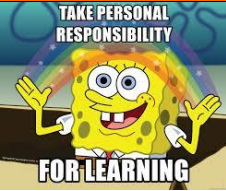

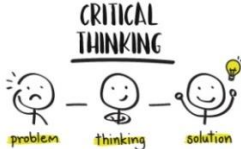






Character Profile of a Radford Scientist in Year 6	Self Manager – organise and be responsible for their science learning	Effective Participators – engage actively with all types of science learning.	Resourceful Thinker – ask searching questions about all parts of science questions and be creative when solving scientific problems
	 <ul style="list-style-type: none"> • I can assess risks in science and make sensible decisions. • I am confident and capable of organising my time and space in science investigations. • I can use a range of strategies to solve scientific problems. 	 <ul style="list-style-type: none"> • I can identify the risks in an investigation and can decide how to minimise them. • I can be an advocate for scientific views and beliefs that are different from my own. • I can be an ambassador for Science in Science week and on STEM days. 	 <ul style="list-style-type: none"> • I can generate scientific questions which promote higher order thinking. • I am aware that my ability to solve scientific problems depends on my understanding of scientific ideas and that the solutions may change as my understanding develops. • I can adapt and apply my science understanding to new situations.
Literate, Numerate and Digital - apply English, Maths and Computing in Science	Independent Enquirer – plan and carry out a scientific investigation	Team Worker – work with others to plan and complete a science investigation	Reflective Learner – Reflect on science knowledge and skills gained as well as their own scientific investigation
 <ul style="list-style-type: none"> • I can apply my writing skills and create pieces of text that show an understanding what I have learned in science • I can read scientific texts for comprehension, for pleasure and for information gathering. • I can use graphing skills to help interpret science data. • I can use computing skills to present science data and concepts. 	 <ul style="list-style-type: none"> • I understand that scientific questions have more than one answer and that some cannot be answered. Also that scientific knowledge is always developing. • I can plan a complex investigation, anticipating blocks and finding ways to overcome them. • I can give more than one reason to support a scientific argument. 	 <ul style="list-style-type: none"> • I can work with a range of people, including those whose scientific views are different to our own. • I can organise the roles in a collaborative investigation by making the most of others' strengths. • I can break scientific ideas into smaller steps to suit the needs of the group. 	 <p>Reflective Thinking</p> <ul style="list-style-type: none"> • I can explain and discuss how my Scientific understanding has been changed by the ideas of others. • I can weigh the strength of different reasons to support a scientific argument. • I can use criticism to improve the outcomes of future investigations and scientific problems.

