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| **Science**  **Working Scientifically** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Observing & Measuring** | -Use simple equipment to observe closely | -Use simple equipment to observe closely including changes over time | -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate |
| **Grouping & Classifying** | -Identify and classify | -Identify, group and classify | -Identify differences, similarities or changes related to simple scientific ideas and processes | -Identify differences, similarities or changes related to simple scientific ideas and processes | -Group and classify things and recognise patterns. | -Group and classify things and recognise patterns. |
| **Plan & carry out enquiries** | -Perform simple tests | -Perform simple comparative tests | -Ask relevant questions and use different types of scientific enquiries to answer them  -Set up simple practical enquiries, comparative and fair tests | -Ask relevant questions and use different types of scientific enquiries to answer them  -Set up simple practical enquiries, comparative and fair tests | -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | -Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary |
| **Collecting & presenting data** | -Gather and record data to help in answering questions | -Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways.  -Gather and record data to help in answering questions including from secondary sources of information | -Gather, record, classify and present data in a variety of ways to help in answering questions  -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table  -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | -Gather, record, classify and present data in a variety of ways to help in answering questions  -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations | -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |
| **Collecting & Using Evidence** | -Use his/her observations and ideas to suggest answers to questions | -Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns | - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  - Use straightforward scientific evidence to answer questions or to support his/her findings | -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  -Use straightforward scientific evidence to answer questions or to support his/her findings | --Use test results to make predictions to set up further comparative and fair tests  -Identify scientific evidence that has been used to support or refute ideas or arguments | -Use test results to make predictions to set up further comparative and fair tests  -Identify scientific evidence that has been used to support or refute ideas or arguments  -Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.  -Find things out using a wide range of secondary sources of information. |
| **Using Scientific Language** | -Ask simple questions and recognise that they can be answered in different ways | -Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum | - -Ask relevant questions and use different types of scientific enquiries to answer them  - Use relevant scientific language from the national curriculum | -Ask relevant questions and use different types of scientific enquiries to answer them  - Use relevant scientific language from the national curriculum | -Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. | -Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. |