



| Early Years Foundation stage Early Learning Goals | Key stage 1 National curriculum expectation | Lower Key stage 2 National curriculum expectation | Upper Key stage 2 National curriculum expectation |
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| <p><u>ELG: The Natural World</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> | <p>The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. 'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> | <p>The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. 'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the</p> |



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| | <p>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.</p> | <p>Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.</p> | <p>programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read, spell and pronounce scientific vocabulary correctly.</p> |
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| Key stage 1: Working Scientifically | Lower Key stage 2: Working Scientifically | Upper Key stage 2: Working Scientifically |
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| <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content</p> <ul style="list-style-type: none"> ● Asking simple questions and recognising that they can be answered in different ways ● Observing closely, using simple equipment ● Performing simple tests ● Identifying and classifying ● Using their observations and ideas to suggest answers to questions ● Gathering and recording data to help in answering questions | <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ● Asking relevant questions and using different types of scientific enquiries to answer them ● Setting up simple practical enquiries, comparative and fair tests ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● Identifying differences, similarities or changes related to simple scientific ideas and processes ● Using straightforward scientific evidence to answer questions or to support their findings. | <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● Using test results to make predictions to set up further comparative and fair tests ● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentation ● Identifying scientific evidence that has been used to support or refute ideas or arguments |



| Animals including Humans | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils should be taught to:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> | <p>Pupils should be taught to:</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> | <p>Pupils should be taught to:</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>Pupils should be taught to:</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Pupils should be taught to:</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p>Pupils should be taught to:</p> <p>Describe the changes as humans develop to old age.</p> | <p>Pupils should be taught to:</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> |



| Living things and their habitats | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils should be taught to:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> | | <p>Pupils should be taught to:</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a</p> | | <p>Pupils should be taught to:</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> | <p>Pupils should be taught to:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> | <p>Pupils should be taught to:</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> |



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| | | simple food chain, and identify and name different sources of food | | | | |
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| Materials | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils should be taught to:</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Everyday Materials Pupils should be taught to:</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | <p>Use of Everyday Materials Pupils should be taught to:</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Magnets Pupils should be taught to:</p> <p>compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic</p> | <p>States of matter Pupils should be taught to:</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Properties and changes of Materials Pupils should be taught to:</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how</p> | |



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| | | | <p>materials</p> <p>Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | | <p>mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> | |
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| Plants | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | | | |
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| Light | | | | | | |
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| | | | <p>Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by solid objects.</p> <p>Find patterns in the way that the size of shadows changes.</p> | <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> | | |
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| Electricity | | | | | | |
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| | | | | <p>Pupils should be taught to:</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals</p> | <p>Pupils should be taught to:</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | |
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| | | | | with being good conductors. | | |
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| Forces | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | <p>Pupils should be taught to: Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some</p> | | <p>Pupils should be taught to: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> | |



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| | | | <p>magnetic materials.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> | | | |
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| Rocks | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | <p>Pupils should be taught to:</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that</p> | | | |



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| | | | soils are made from rocks and organic matter. | | | |
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| Sound | | | | | | |
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| | | | | <p>Pupils should be taught to:</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that</p> | | |



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| | | | | produced it. Recognise that sounds get fainter as the distance from the sound source increases. | | |
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| Earth and space | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | | <p>Pupils should be taught to:</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night, and the</p> | |



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| | | | | | apparent movement of the sun across the sky. | |
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| Evolution and Inheritance | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | | | <p>Pupils should be taught to:</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> |

Progression of skills across school



| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Questioning and enquiry planning | <p>Ask simple questions about the world around us.</p> <p>Begin to recognise that they can be answered in different ways.</p> | <p>Ask questions about the world around us.</p> <p>Recognise that they can be answered in different ways.</p> | <p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions</p> | <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions.</p> | <p>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p> <p>Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry</p> | <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time. Select the most appropriate ways to answer science questions using different types of scientific enquiry.</p> |
| Observing + measuring | <p>Begin to observe closely, using simple</p> | <p>Observe closely, using simple equipment.</p> | <p>Begin to make systematic and careful observations and, where appropriate,</p> | <p>Make systematic and careful observations and, where appropriate, take</p> | <p>Begin to take measurements, using a range of scientific equipment, with increasing</p> | <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings</p> |



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| <p>Pattern seeking</p> | <p>equipment. Use simple observations and ideas to suggest answers to questions. To observe simple changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To know how to use simple equipment safely. Use simple measurements and equipment with support (eg hand lenses and egg timers) Begin to progress from non-standard units, reading</p> | <p>Use observations and ideas to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers) Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C</p> | <p>take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Learn to use some new equipment appropriately (eg data loggers). Begin to see a pattern in my results. Begin to choose from a selection of equipment. Begin to observe and measure accurately using standard units including time in</p> | <p>accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Learn to use new equipment appropriately (eg data loggers). Can see a pattern in my results. Can choose from a selection of equipment. Can observe and measure accurately using standard units including time in</p> | <p>accuracy and precision, taking repeat readings where appropriate. Begin to identify patterns that might be found in the natural environment. Begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Begin to interpret data and find patterns. Select equipment on my own. Can make a set of observations and say what the interval and range are. Begin to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line</p> | <p>where appropriate. Identify patterns that might be found in the natural environment. Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Can interpret data and find patterns. Select equipment on my own. Can make a set of observations and say what the interval and range are. Accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line, bar (Year 6)</p> |
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| | cm, m, cl, l, °C | | minutes and seconds. | minutes and seconds. | | |
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| Investigating | <p>Perform simple tests with support.</p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p> | <p>Perform simple tests.</p> <p>To discuss my ideas about how to find things out.</p> <p>To say what happened in my investigation.</p> | <p>Set up some simple practical enquiries, comparative and fair tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor</p> | <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p> | <p>Begin to use test results to make predictions to set up further comparative and fair tests.</p> <p>Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Begin to suggest improvements to my method and give reasons.</p> <p>Begin to decide when it is appropriate to do a fair test.</p> | <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons.</p> <p>Decide when it is appropriate to do a fair test.</p> |
| Recording and reporting findings | <p>Gather and record data with some adult support, to help in answering questions.</p> <p>Begin to record simple data.</p> <p>Begin to record and communicate their findings in a range of ways.</p> | <p>Gather and record data to help in answering questions.</p> <p>Record simple data.</p> <p>Record and communicate their findings in a range of ways.</p> <p>Can show my results in a table that my teacher</p> | <p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to report on findings from enquiries, including</p> | <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations,</p> | <p>Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Begin to report and present findings from enquiries.</p> <p>Begin to decide how to record data from a choice of familiar approaches.</p> <p>Begin to choose how best</p> | <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Report and present findings from enquiries.</p> <p>Decide how to record data from a choice of familiar approaches.</p> <p>Can choose how best to present data</p> |



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| | Can show my results in a simple table that my teacher has provided | has provided. | oral and written explanations, displays or presentations of results and conclusions. Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data. Begin to record results in tables and bar charts. | displays or presentations of results and conclusions. Use notes, simple tables and standard units and help to decide how to record and analyse their data. Can record results in tables and bar charts. | to present data. | |
| Identifying, grouping and classifying | Identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. | Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. | Begin to identify differences, similarities or changes related to simple scientific ideas and processes. Begin to talk about criteria for grouping, sorting and classifying and use simple keys. Begin to compare and group according to behaviour or properties, based on testing. | Identify differences, similarities or changes related to simple scientific ideas and processes. Talk about criteria for grouping, sorting and classifying and use simple keys. Compare and group according to behaviour or properties, based on testing. | Begin to use and develop keys and other information records to identify, classify and describe living things and materials. | Use and develop keys and other information records to identify, classify and describe living things and materials. |



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| <p>Research</p> | <p>To begin to use simple secondary sources to find answers.</p> <p>To begin to find information to help me from books and computers with help.</p> | <p>Use simple secondary sources to find answers.</p> <p>Can find information to help me from books and computers with help</p> | <p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p> | <p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p> | <p>Begin to recognise which secondary sources will be most useful to research their ideas.</p> | <p>Recognise which secondary sources will be most useful to research their ideas.</p> |
| <p>Conclusions</p> | <p>Begin to talk about what they have found out and how they found it out</p> <p>To begin to say what happened in my investigation.</p> <p>To begin to say whether I was surprised at the results or not.</p> <p>To begin to say what I would change about my investigation.</p> | <p>Talk about what they have found out and how they found it out.</p> <p>To say what happened in my investigation.</p> <p>To say whether I was surprised at the results or not.</p> <p>To say what I would change about my investigation.</p> | <p>I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, am beginning to identify new questions arising from the data, make new predictions and</p> | <p>Using results to draw simple conclusions , make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, identify new questions arising from the data, make new predictions and find ways of improving what they have</p> | <p>Am beginning to 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.</p> <p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> | <p>Reporting and presenting 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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Use test results to make predictions to set up further comparatives and fair tests.</p> <p>Look for different causal relationships in their data and identify evidence that refutes or</p> |



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| | | | <p>find ways of improving what they have already done.</p> <p>Am beginning to see a pattern in my results.</p> <p>Am beginning to say what I found out, linking cause and effect.</p> <p>Am beginning to say how I could make it better</p> <p>Am beginning to answer questions from what I have found out.</p> | <p>already done.</p> <p>Can see a pattern in my results.</p> <p>Can say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p> <p>Can answer questions from what I have found out</p> | <p>Begin to use test results to make predictions to set up further comparatives and fair tests.</p> <p>Begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Use their results to identify when further tests and observations are needed.</p> <p>Begin to separate opinion from fact.</p> <p>Begin to draw conclusions and identify scientific evidence.</p> <p>Can use simple models.</p> <p>Know which evidence proves a scientific point.</p> <p>Begin to use test results to make predictions to set up further comparative and fair tests.</p> | <p>supports their ideas.</p> <p>Use their results to identify when further tests and observations are needed.</p> <p>Separate opinion from fact.</p> <p>Can draw conclusions and identify scientific evidence.</p> <p>Can use simple models.</p> <p>Know which evidence proves a scientific point.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> |
| Vocabulary | <p>Use some simple scientific language</p> <p>Begin to use some science words.</p> | <p>Use simple scientific language and some science words.</p> <p>Use comparative language – bigger,</p> | <p>Begin to use some scientific language to talk and, later, write about what they have found out.</p> <p>Begin to use relevant</p> | <p>Use some scientific language to talk and, later, write about what they have found out.</p> <p>Use relevant scientific language.</p> | <p>Am beginning to read, spell and pronounce scientific vocabulary correctly.</p> <p>Am beginning to use relevant scientific language and illustrations to discuss,</p> | <p>Read, spell and pronounce scientific vocabulary correctly.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p> |



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| | <p>Use comparative language with support.</p> | <p>faster etc</p> | <p>scientific language. Begin to use comparative and superlative language.</p> | <p>Use comparative and superlative language</p> | <p>communicate and justify scientific ideas. Am beginning to confidently use a range of scientific vocabulary. Am beginning to use conventions such as trend, rogue result, support prediction and -er word generalisation. Am beginning to use scientific ideas when describing simple processes. Am beginning to use the correct science vocabulary</p> | <p>Can confidently use a range of scientific vocabulary. Can use conventions such as trend, rogue result, support prediction and -er word generalisation. Can use scientific ideas when describing simple processes. Can use the correct science vocabulary</p> |
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