Within Scientific Enquiry, children will be able to...

cluding recognising and controlling variables where necessary

ake measurements, using a range of scientific equipment, with creasing accuracy and precision, taking repeat readings when

ecord data and results of increasing complexity using scientific agrams and labels, classification keys, tables, scatter graphs, bar and

Jse test results to make predictions to set up further comparative and

eport and present findings from enquiries, including conclusions. ausal relationships and explanations of degree of trust in results, in oral and written forms such as displays and other presentations

Plan different types of scientific enquiries to answer questions, including ognising and controlling variables where necessary.

cord data and results of increasing complexity using scientific diagrams and els, classification keys, tables, scatter graphs, bar and line graph eport and present findings from enquiries, including conclusions, causal elationships and explanations of degree of trust in results, in oral and written

entify scientific evidence that has been used to support or refute ideas of

ms such as displays and other presentations.

Living things and their habitats – Year 6

Plan different types of scientific enquiries to answer where necessary.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

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

gree of trust in results, in oral and written forms such as displays and other presentations. entify scientific evidence that has been used to

pport or refute ideas or arguments.

Animals, including humans – Year 6

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lan different types of scientific enquiries to answer estions, including recognising and controlling variab here necessary.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking

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dentify scientific evidence that has been used to supp or refute ideas or arguments.



Evolution and Inheritance – Year 6

eport and present findings from enquiries nd explanations of degree of trust in esults in oral and written forms such as isplays and other presentations.

used to support or refute ideas or arguments.

Looking after the environment – Year 6

Record data and results of increasing complexity using ientific diagrams and labels, classification keys, tables, catter graphs, bar and line graphs.

Jse test results to make predictions to set up further omparative and fair tests.

eport and present findings from enquiries, including nclusions, causal relationships and explanations of legree of trust in results, in oral and written forms such lays and other presentations.

entify scientific evidence that has been used to suppor or refute ideas or arguments.

Plan different types of scientific enquiries to answer questions, including cognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing ccuracy and precision, taking repeat readings when appropriate.

Report and present findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results, in oral and written rms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or

*Properties and changes of materials – Year 5

lan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when

diagrams and labels, classification keys, tables, scatter graphs, bar an line graphs.

Use test results to make predictions to set up further comparative

Report and present findings from enquiries, including conclusions, ausal relationships and explanations of degree of trust in results, in oral and written forms such as displays and other presentations.

Living things and their habitats – Year 5

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary eport and present findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results, in oral and written forms such as displays and other

dentify scientific evidence that has been used to support or refute ideas or arguments.

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Use test results to make predictions to set up further comparative and

teport and present findings from enquiries, including conclusions, causal

elationships and explanations of degree of trust in results, in oral and written forms such as displays and other presentations. entify scientific evidence that has been used to support or refute ideas

Animals, including humans – Year 5

Take measurements, using a range of scientific quipment, with increasing accuracy and precision, taking epeat readings when appropriate.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, catter graphs, bar and line graphs.

Report and present findings from enquiries, including conclusions, causal relationships and explanations of egree of trust in results, in oral and written forms such as displays and other presentations

dentify scientific evidence that has been used to support or refute ideas or arguments.

Year

Animals . including humans – Year 4

Make systematic and careful observations

ecord, record, classify and present data in

set up simple practical enquiries,

and take accurate measurements.

a variety of ways to help in answering

eport on findings from enquiries ake predictions and suggest

improvements.

mparative and fair tests

Make systematic and careful observations and aking accurate measurements using standard

ariety of ways in answering questions. drawings, labelled diagrams, keys and bar

Use results to draw simple conclusion, make predictions for new values, suggest

Set up simple practical enquiries, mparative and fair tests.

Make systematic and careful observatio and taking accurate measurements using tandard units.

Record findings using simple scientific language, drawings, labelled diagrams, keys and bar charts.

Report on findings from enquiries, both

Electricity - Year 4

Ask relevant questions and using different types of scientific nquiries to answer them.

Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and taking accurate neasurements using standard units.

Gather, record, classify and present data in a variety of ways in

eport on findings from enquiries, both oral and written Use straightforward scientific evidence to answer questions to support their findings.

Year 3- Animals, including humans

Gather, record, classify and present data in variety of ways in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys and har charts

Report on findings from enquiries, both oral

Identify differences, similarities or changes related to simple scientific ideas and

Use straightforward scientific evidence to swer questions to support their findings.

Living things and their habitats – Year 4

eport on findings from enquiries, both oral and written. dentify differences, similarities or changes related to

mple scientific idea and processes. Make systematic and careful observations and take

cord findings using simple scientific language Jse straightforward scientific evidence to answer questions to support their findings.

States of Matter – Year 4

Gather, record, classify and present data in a

Record findings using simple scientific language,

improvements and raise further questions

Light – Year 3

dentify differences, similarities or changes related to simple scientific ideas

units.

Forces and magnets – Year 3 Set up simple practical enquiries, comparative and

Make systematic and careful observations and taking accurate measurements using standard

drawings, labelled diagrams, keys and bar charts Report on findings from enquiries, both oral and

Year

Gather, record, classify and present data in a variety of ways in answering auestions.

Record findings using simple scientifi language, drawings, labelled diagrams, keys and bar charts.

Report on findings from enquiries, both oral and written. Identify differences similarities or changes related to simple scientific

Plants – Year 3

Ask relevant questions and using different types of scientific enquiries to answer them.

Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and taking accurate

easurements using standard units. Gather, record, classify and present data in a variety of ways in answering

Record findings using simple scientific language, drawings, labelled diagrams keys and bar charts.

Report on findings from enquiries, both oral and written.

Use results to draw simple conclusion, make predictions for new values, uggest improvements and raise further questions

Rocks – Year 3

Make systematic and careful observations and taking accurate measurements using standard

Report on findings from enquiries, both oral and

Use results to draw simple conclusion, make

Identify differences, similarities or changes related to simple scientific ideas and processes.

Using their observations and deas to suggest answers to Gather and record data to help

Uses of everyday materials –

erform simple tests

n answering questions

Living things and their habitats -Year2

Asking simple questions and recognize that they can be answered in different ways Observe closely, using simple equipment Identify and classify Using their observations and ideas to suggest answers to questions

Gather and record data to help in

answering questions

Animals, including humans – Year 2 Asking simple questions and recognize that they

can be answered in different ways Perform simple tests

Using their observations and ideas to suggest answers to questions Gather and record data to help in answering questions

Asking simple questions

ways Perform simple tests Identify and classify Using their observations and ideas to suggest answers to questions Gather and record data to help in answering questions Observe closely, using

and recognize that they can

be answered in different

Year 1 erform simple tests Identify and classify Using their observations and ideas to suggest

Year

erform simple tests dentify and classify ather and record data to

Plants - Year 1 Asking simple questions

Everyday materials – Year 1

Using their observations and

deas to suggest answers to

Sather and record data to

help in answering questions

erform simple tests

questions

and recognise ways they can be answered Observe closely, using simple equipment Identify and classify Using their observations and ideas to suggest answers to questions Gather and record data to help in answering

tween the natural world around them nd contrasting environments, drawing on their experiences and what has been read in

UW: Know some similarities and differences

UW: Understand some important processes and changes in the natural world around nem, including the seasons and changing states of matter

materials, tools and techniques. experimenting with colour, design, texture,

ED: Share their creations, explaining the rocess they have used

EYFS

PD: Begin to show accuracy and care when drawing UW: Explore the natural world around them, making observations and drawing pictures of animals and plants UW: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their

periences and what has been read in class ED: Make use of props and materials when role playing characters in narratives and stories

PSED: Show an ability to follow instructions involving several ideas or actions

Gather and record simple equipment data to help in answering questions

Seasonal change -

nswers to questions

Jsing their observations and deas to suggest answers to

Animals, including humans -

help in answering questions

class

ED: Safely use and explore a variety of orm and function