**Science: Asking Questions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to 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  | begin to ask relevant questions and use different types of scientific enquiries to answer them | ask relevant questions and use different types of scientific enquiries to answer them | begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  |
|  |  | begin to set up simple practical enquiries, comparative and fair tests | set up simple practical enquiries, comparative and fair tests |  |  |

**Science: Measuring & Recording**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to observe closely, using simple equipment | observe closely, using simple equipment | begin to 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 | begin to 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 |
| begin to perform simple tests | perform simple tests | begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |
| begin to gather and record data to help in answering questions | gather and record data to help in answering questions | begin to gather, record, classify and present data in a variety of ways to help in answering questions | gather, record, classify and present data in a variety of ways to help in answering questions |  |  |

**Science: Concluding**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to identify and classify | identify and classify | begin to identify differences, similarities or changes related to simple scientific ideas and processes | identify differences, similarities or changes related to simple scientific ideas and processes | begin to identify scientific evidence that has been used to support or refute ideas or arguments | identify scientific evidence that has been used to support or refute ideas or arguments |
| begin to use their observations and ideas to suggest answers to questions | use their observations and ideas to suggest answers to questions | begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | begin 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 | 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 |
|  |  | begin to use straightforward scientific evidence to answer questions or to support their findings | use straightforward scientific evidence to answer questions or to support their findings |  |  |

**Science: Evaluating**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  | begin to use test results to make predictions to set up further comparative and fair tests  | use test results to make predictions to set up further comparative and fair tests  |