|  |
| --- |
| **Working Scientifically in Y1 and Y2** |
| 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 |

|  |
| --- |
| **Working Scientifically in Y3 and Y4** |
| 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. |

|  |
| --- |
| **Working Scientifically in Y5 and Y6** |
| 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 presentations |
| identifying scientific evidence that has been used to support or refute ideas or arguments |