



SCIENCE

Year	Working Scientifically
EYFS	<ul style="list-style-type: none">- Look closely at similarities, differences, patterns and change.- Talk about the features of their own environment.- Explain why some things occur.
Y1	<ul style="list-style-type: none">- Ask simple questions.- Perform simple tests.- Identify and classify into given groups.- Begin to notice and discuss patterns.- Communicate findings.
Y2	<ul style="list-style-type: none">- Ask simple questions, observe closely and use observations to answer questions.- Perform simple tests.- Identify and classify into self-generated groups.- Begin to notice and discuss patterns and relationships.- Gather, record and communicate findings.
Y3	<ul style="list-style-type: none">- Set up simple fair tests.- Make careful observations.- Take accurate measurements using a range of equipment.- Present data in a variety of ways.- Use results to draw simple conclusions.
Y4	<ul style="list-style-type: none">- Set up simple practical enquiries, comparative and fair tests.- Make systematic and careful observations, using tables to support.- Take accurate measurements using a range of equipment, including thermometers.- Classify and present data in a variety of ways.- Use results to draw simple conclusions, make predictions and raise further questions.- Look for naturally occurring patterns and relationships.- Know when secondary sources might help them to answer questions.
Y5	<ul style="list-style-type: none">- Recognise variables when planning scientific enquiries.- Take measurements with increasing accuracy and precision.- Present data using a range of scientific diagrams.- Discuss causal relationships.- Use test results to make predictions to set up further tests.- Explore and talk about their own ideas.
Y6	<ul style="list-style-type: none">- Recognise and control variables where necessary when planning scientific enquiries.- Take measurements with increasing accuracy and precision, taking repeat readings when appropriate.- Present data of increasing complexity using a range of scientific diagrams.- Discuss causal relationships and explain the degree of trust in the results.- Use test results to develop a new line of enquiry.- Recognise that scientific ideas change over time.