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| **Year 4** | * Suggest their own ideas on a concept and compare these with what they observe / find out. * Use observations to suggest what to do next * Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary (from Y4 PoS) * Observe and record relationships between structure and function or between different parts of a processes (linked to Y4 PoS) * Observe and record changes /stages over time (linked to Y4 PoS) | * Make a simple guide to local living things. * Use guides or simple keys to classify / identify [animals, flowering plants and non-flowering plants]. * Use their observations to identify and classify * Begin to give reasons for these similarities and differences. * Record similarities as well as differences and/or changes related to simple scientific ideas or processes or more complex groups of objects/living things/events   *(e.g. evaporation and condensation, different food chains, different electrical circuits)* | * Ask/raise their own relevant questions with increasing confidence and independence that can be explored, observed, tested or investigated further * Ask questions such as ‘What will happen if…?” or ‘What if we changed…? ( linked with Y4 PoS) * Choose/select a relevant question that can be answered [by research or experiment / test]. | * Make decisions about which information to use from a wide range of sources and make decisions about how to present their research * Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. | * Make a visual representation or a model of something to represent something they have seen or a process that is difficult to see. * Suggest their own ideas on a concept and compare these with models or images. | * Make some decisions about an idea within a group *(e.g. I think we should find out by testing…)* * Increasingly support, listen to and acknowledge others in the group * Build on / add to someone else’s idea to improve a plan. * Understand that it is okay to disagree with their peers and offer reasons for their opinion |
| **Year 3** | * Observe and record relationships between structure and function (linked to Y3 PoS) * Observe and record changes /stages over time (linked to Y3 PoS) * Explore / observe things in the local environment / real contexts and record observations (linked to Y3 PoS) – see ‘Communicating’ section also re links to vocabulary | * Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects, living things, processes or events based on specific characteristics * Compare and contrast and begin to consider the relationships between different things   *(e.g. structures of plants, functions of plant parts, diets, skeletons of humans and other animals, changes over time, etc.)*   * Record similarities as well as differences *(e.g. what do all skeletons have? as well as the differences between skeletons* | * Explore their own ideas about ‘what if….?’ scenarios e.g. humans did not have skeletons. * Ask questions such as ‘What if we tried….? or ‘What if we changed…?’ * Begin to understand that some questions can be tested in the classroom and some cannot. * Within a group suggest questions that can be explored, observed, tested or investigated further * Within a group suggest relevant questions about what they observe and about the world around them. | * Find things out using a range of secondary sources of information *(e.g. books, photographs, videos and other technology)* | * Act out or make a model of something to represent something in the real world using appropriate scientific vocabulary verbally. | * Begin to make some decisions about an idea within a group from a list of choices   (e.g. let’s put them all in a pile first OR I think we should try ….)   * With help; support, listen to and acknowledge others in the group   (*e.g. Yes. I prefer that one too)*   * Build on / add to someone else’s idea. *(e.g. we could use x and as well as y)* * Begin to understand that it is okay to disagree with their peers and offer a reason for their opinion |
| **Year 2** | * Use simple scientific language from the year 2 PoS to talk about / **record** what they have noticed * Use observations to make suggestions and/or ask questions * **Observe** and describe simple processes/cycles/changes with several steps *(e.g. growth cycle, simple food chain, saying how living things depend on one another)* * **Observe** closely and communicate with increasing accuracy the features or properties of things in the real world | * **Name / Identify** common examples, some common features or different uses * **Sort** and **group** objects, materials or living things by observable and/or behavioural features * **Compare** and contrast… a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences | * Raise their own logical questions based on or linked to things they have observed * With help / scaffolds, begin to ask questions such as ‘What will happen if…?” | * Talk about how useful the information source was and express opinion about findings * Make suggestions about who to ask or where to look for information. * Ask people questions to help them answer their questions * Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers | * Act out something to represent something else about the world around us *(e.g a life cycle)* | * Share ideas in a group and listen to the ideas of others * Work cooperatively with others on a science task making some choices |
|  | **EXPLORING / OBSERVING**  ***KS1 - observing closely***  ***Using their observations and ideas to suggest answers to questions***  ***LKS2 - developing their own ideas & their understanding of the world around them*** | **GROUPING AND CLASSIFYING**  ***KS1 - Compare and contrast a variety of examples linked to KS1 PoS***  ***LKS2 - Compare and contrast a variety of examples linked to LKS2 PoS*** | **QUESTIONING**  ***KS1 - asking simple questions***  ***LKS2 - asking relevant questions*** | **RESEARCH**  ***KS1 - finding things out using secondary sources of information***  ***LKS2 - finding things out using a wide range of secondary sources of information*** | **MODELLING**  ***using dance, drama or a visual aid to represent science in the real world*** | **COLLABORATING**  ***interacting effectively as part of a group*** |
| **Year 4** | * Carry out simple **fair tests** with increasing confidence investigating the effect of something on something else (linked to Y4 PoS). * Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions *(is a fair test the best way to investigate their question?).* * Make a **prediction** based on the knowledge acquired from previous explorations /observations and apply it to a new situation * Explain their planning decisions and choices * Make some of the planning decisions about what to change and measure/observe. * Begin to recognise when a **fair test** is necessary. | * Begin to identify where patterns might be found and use this to begin to identify what data to collect * Make more of the decisions about what observations to make, how long to make them for and the type of equipment that might be used. * Recognise obvious risks and how to keep themselves and others safe * Learn how to use new equipment, such as data loggers & measure temperature in degrees Celsius (°C) using a thermometer. * Collect data from their own observations and measurements, using notes/simple tables/standard **units** * Make **accurate** measurements using standard **units** [and more complex units and parts of units] using a range of equipment and scales | * Record findings using relevant scientific language and vocabulary (from Y4 PoS), including discussions, oral and written explanations, notes, drawings (annotated), pictorial representations, labelled diagrams, tables and bar charts [where intervals and ranges agreed through discussion], displays or presentations * Begin to select the most useful ways to collect, record, classify and present data from a range of choices * Make decisions on how best to communicate their findings in ways that are appropriate for different audiences | * Notice/find patterns in their observations and data. (Describe the effect of something on something else)   *(e.g. as I lengthen the ruler I notice that the pitch gets lower)*   * With some independence, analyse results / observations by writing a sentence that matches the **evidence** * i.e. deciding the important aspect of the result and summarising in a **conclusion** *(e.g. metals tend to be good conductors of electricity)* | * Begin to develop their ideas about relationships and interactions between things and explain them * Use relevant scientific language and vocabulary (from Y4 PoS) to begin to say/explain *why* something happened | * Use results to suggest improvements, new questions and/or predictions for setting up further tests * Compare their results with others and give reasons why results might be different |
| **Year 3** | * Help to decide about how to set up a simple **fair test** and begin to recognise when a test is not **fair**. * Make a **prediction** based on everyday experience * With support/as a group, set up simple practical enquiries incl. comparative and **fair tests** e.g. make a choice from a list of a things (variables) to change when conducting a **fair test**. *(e.g. choose which magnets to compare and which method to use to test their strength).* * As a group, begin to make some decisions about the best way of answering their qus. * Find/suggest a practical way to compare things *e.g. rocks, magnets* | * Collect data from their own observations and measurements using notes/ simple tables/standard units * Help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely. * Make simple **accurate** measurements using whole number standard **units**, using a range of equipment * Gather data in a variety of ways to help in answering questions * Use equipment **accurate**ly to improve the detail of their measurements/observations *(e.g. microscopes, measuring syringes, measuring cylinders, hand lenses)* | * Record and present findings using simple scientific language and vocabulary from the year 3 PoS,   *including discussions, oral and written explanations, notes, annotated drawings, pictorial representations, labelled diagrams, simple tables, bar charts (using scales chosen for them), displays or presentations*   * With scaffold / support record, and present data in a variety of ways to help in answering questions. * Communicate their findings in ways that are appropriate for different audiences. (linked to Y3 PoS) | * With scaffold/support, describe and compare the effect of different factors on something.   *(e.g. we noticed that larger magnets are not always stronger)*   * With help, look for changes and simple patterns in their observations, data, chart or graph. * Use their results to consider whether they met their **prediction**s. | * Use their experience and some **evidence** or results to draw a simple **conclusion** to answer their original question. * Write a simple explanation of why things happened (using the word ‘because’) and using simple scientific language and vocabulary from the year 3 PoS | * Say whether what happened was what they expected and notice any results that seem odd. * Begin to recognise when a test is not **fair** and suggest improvements. |
| **Year 2** | * Carry out simple comparative tests as part of a group, following a **method** with some independence * Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct) * With support, make suggestions on a **method** for setting up a simple comparative test * Talk about a practical way to find answers to their questions | * **Measure** using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy * Begin to make decisions about which equipment to use * Correctly and safely use **equipment** provided to make observations and/or take simple measurements | * **Record** and communicate their findings in a range of ways to a variety of audiences * Use simple scientific language with increasing accuracy (from year 2 PoS) * **Record** simple data with some accuracy to help in answering questions; * With support or using frameworks, make decisions about how to complete a variety of tables/charts *(e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale).* * *Present findings in a class displays* * *Sequence / annotate photographs of change over time* * *Produced increasingly detailed drawings which are labelled/annotated* | * With guidance, begin to notice **patterns** in their data e.g. order their findings, sequence best to worst, say what happened over time, etc. * Recognise if **results** matched **prediction**s. (say if results were what they expected) * Use their recordings to talk about and describe what has happened | * Begin to use simple scientific language (from year 2 PoS) to explain what they have found out. * Give a simple, logical reason why something happened *(e.g. I think … because …)* | * Begin to discuss if the test was un**fair** |
|  | **PLANNING AND TESTING**  ***KS1 - performing simple tests***  ***LKS2 - making decisions about and setting up simple practical enquiries, comparative tests and fair tests*** | **USING EQUIPMENT AND MEASURES**  ***KS1 - Using simple equipment and gathering data to help in answering their questions***  ***LKS2 - making accurate measurements and gathering data*** | **COMMUNICATING**  ***Reporting findings, recording data, presenting findings***  ***Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp*** | **CONSIDERING THE RESULTS OF AN INVESTIGATION / WRITING A CONCLUSION** | | |
| **DESCRIBING RESULTS / LOOKING FOR PATTERNS**  ***KS1 - Talk about what happened / what they noticed***  ***LKS2 - Describing their findings / results*** | **EXPLAINING RESULTS**  ***KS1 - talk about what they found out***  ***LKS2 - reporting on findings saying why something happened*** | **TRUSTING RESULTS**  ***KS1 – beginning to spot when a method is not fair***  ***LKS2 - suggest improvements for further tests*** |