



	Year 1 and 2	Year 3 and 4	Year 5 and 6
Planning	Asking simple questions and recognising that they can be answered in different ways	Asking relevant questions and using different types of scientific enquiries to answer them	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
	While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry. Helping them to recognise that there are different ways in which questions can be answered.	The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. The children answer questions posed by the teacher. Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question. Setting up simple practical enquiries, comparative and fair tests	Use simple equipment to observe closely (Y1 focus) Observe closely, using simple equipment Gather and record data to help in answering questions Make a simple written explanation about what has been learned from an investigation or what conclusions have been found



	The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. They follow their plan to carry out : observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.	
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	Year 1 and 2	Year 3 and 4	Year 5 and 6
Observing and obtaining evidence	Observing closely, using simple equipment	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
	Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses, to make their observations.	The children make systematic and careful observations.	The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.
	They begin to take measurements, initially by comparisons, then using non-standard units.	They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.	During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary
	Performing simple tests		



	The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time		sources (researching); in order to get accurate data (closer to the true value).
	Identifying and clarifying		
	Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.		

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Recording	Gathering and recording data to help in answering questions	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	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

	The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.	The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given template, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams.	The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. The record classifications e.g using tables Venn diagrams, Carroll diagrams and classification keys. Children present the same data in different ways in order to help with answering the question.
Concluding	Using their observations and ideas to suggest answers to questions	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Reporting and presenting 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
	Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they may have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and words' etc. from their data.	They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary. Identifying differences, similarities or changes related to simple scientific ideas and processes Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.	In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern' and explain their findings using their subject knowledge.
		Using straightforward scientific evidence to answer questions to support their findings	



		Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence.	
Evaluating		Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Using test results to make predictions and set up further comparative and fair tests
		They draw conclusions based on their evidence and current subject knowledge. They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.	Children use the scientific knowledge gained by enquiry work to make predictions they can investigate using comparative and fair tests.
		Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface.	Identifying scientific evidence that has been used to support or refute ideas or arguments
		Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.	Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.