

Working Scientifically Focus	Questioning	Observing	Identifying	Testing	Recording	Drawing Conclusions
EYFS	Explore the natural world around them asking questions	Explore the natural world around them making observations and drawing pictures of plants and animals	Understand some important changes in the world including the seasons	Understand some important processes including changing states of matter	Explore the natural world around them making observations and drawing pictures of plants and animals	Know some similarities and differences between the natural world around them and contrasting environments
Year 1	The child can, with prompting, ask simple questions which can be answered  The child can offer a way of gathering evidence to answer a question	The child can look at objects to note key features	The child can identify some similarities and differences between objects and living things	The child can, with support, conduct simple tests	The child can, with prompting, identify what might be usefully recorded  The child can collect data	The child can identify key findings from an enquiry  The child can suggest answers to enquiry questions using data
Year 2	The child can ask simple questions which can be tested  The child can suggest different ways of answering a question	The child can examine carefully e.g. using a hand lens	The child can, with some support, sort and group things based on simple features	The child can conduct simple tests	The child can collect data relevant to the answering of questions  The child can, with assistance, draw and label diagrams	The child can answer enquiry questions using data and ideas  The child can identify and group key outcomes from an enquiry
<b>END OF KS1</b>	<b>Asking simple questions and recognising that they can be answered in different ways</b>	<b>Observing closely using simple equipment</b>	<b>Identifying and classifying</b>	<b>Performing simple tests</b>	<b>Gathering and recording data to help in answering questions</b>	<b>Using their observations and ideas to help in answering questions</b>

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Year 3	<p>The child can, with support, develop relevant testable questions</p> <p>The child can, with support, identify different types of scientific enquiry that could be used to answer questions</p>	<p>The child can use various equipment as instructed e.g. a hand lens</p> <p>The child can use standard measurements when taking measurements</p>	<p>The child can, with some support, identify differences and similarities between objects and sets of results</p>	<p>The child can plan an enquiry such as comparative or fair test</p>	<p>The child can, with prompting, draw and label diagrams</p> <p>The child can, with prompting, use tables to record evidence</p> <p>The child can, with prompting, gather and display evidence in various ways</p>	<p>The child can, with prompting, use evidence to write a simple conclusion</p>
Year 4	<p>The child can develop relevant testable questions</p> <p>The child can identify different types of scientific enquiry that could be used to answer questions</p>	<p>The child can use various equipment, as instructed, repeatedly and with care</p> <p>The child can recognise the importance of using standard units and measures accurately</p>	<p>The child can identify differences and similarities between objects and sets of results</p> <p>The child can recognise patterns that relate to scientific ideas and processes</p>	<p>The child can plan investigations using different types of scientific enquiry</p> <p>The child can set up comparative and fair tests</p>	<p>The child can use words and diagrams to record findings</p>	<p>The child can write a conclusion based on evidence</p> <p>The child can present findings either in writing or orally</p>

<p><b>END OF LOWER KS2</b></p>	<p><b>Asking relevant questions and using different types of scientific enquiry to answer them</b></p>	<p><b>Making systematic and careful observations and where appropriate taking accurate measurements using standard units using a range of equipment including thermometers and data loggers</b></p>	<p><b>identifying differences, similarities or changes related to simple scientific ideas and processes</b></p> <p><b>using straightforward scientific evidence to answer questions or to support their findings.</b></p>	<p><b>Setting up simple practical enquiries, comparative and fair tests</b></p>	<p><b>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b></p> <p><b>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</b></p>	<p><b>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b></p> <p><b>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</b></p>
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Year 5	The child can, with support, answer questions using evidence gathered from different types of scientific enquiry	<p>The child can, following discussion of alternatives, select appropriate equipment</p> <p>The child can take measurements which are precise as well as accurate</p> <p>The child knows that they can repeat readings</p>	The child can, with support, indicate why some results may not be entirely trustworthy	<p>The child can, with prompting, identify and manage variables</p> <p>The child can suggest further relevant comparative or fair tests</p>	<p>The child can start to use labelled diagrams to show more complex outcomes</p> <p>The child, with prompting, uses various ways to record data including a line graph</p>	<p>The child can, with prompting, write a conclusion using evidence and identify causal links</p> <p>The child can, with some support, display and present key findings from enquiries both orally and in writing</p>
Year 6	The child can answer questions using evidence gathered from different types of scientific enquiry	<p>The child can use appropriate equipment to take measurements</p> <p>The child can consider how by modifying equipment or technique, measurements can be improved including taking repeat readings</p>	<p>The child can identify how an idea is supported or refuted by evidence</p> <p>The child can indicate why some results may not be reliable</p>	<p>The child can identify and manage variables</p> <p>The child can use evidence to suggest further comparative or fair tests that would further develop the investigation</p>	<p>The child can use labelled diagrams to show more complex outcomes</p> <p>The child can use various ways, as appropriate, to record complex data including all types of graph</p>	<p>The child can write a conclusion using evidence and identify causal links</p> <p>The child can display and present key findings from enquiries both orally and in writing</p>

<p><b>END OF KS2</b></p>	<p>planning different types of scientific enquiries to answer questions</p>	<p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Reporting a degree of trust in results</p>	<p>using test results to make predictions to set up further comparative and fair tests</p> <p>recognising and controlling variables where necessary</p>	<p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p>
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