



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Planning and Communication and Sources</b>	Make observations of the world around them creating drawings and pictures.	draw simple pictures talk about what they see and do use simple charts to communicate findings identify key features ask questions	describe their observations using some scientific vocabulary use a range of simple texts to find information suggest how to find things out identify key features ask questions	use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations	record observations, comparisons and measurements using tables and bar charts begin to plot points to form a simple graph use graphs to point out and interpret patterns in their data select information from a range of sources provided for them	record observations systematically use appropriate scientific language and conventions to communicate quantitative and qualitative data select a range of appropriate sources of information including books, internet and CD Rom	choose scales for graphs which show data and features effectively identify measurements and observations which do not fit into the main pattern begin to explain anomalous data use appropriate ways to communicate quantitative data using scientific language



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
------	------	--------	--------	--------	--------	--------	--------

<p><b>Observing and Recording</b></p>	<p>Make observations of the world around them creating drawings and pictures.</p>	<p>make observations using appropriate senses                      record observations                      communicate observations orally, in drawing, labelling, simple writing and using ICT</p>	<p>respond to questions asked by the teacher                      ask questions                      collect and record data (supported by the teacher)                      suggest how they could collect data to answer questions                      begin to select equipment from a limited</p>	<p>make relevant observations                      measure using given equipment                      select equipment from a limited range</p>	<p>carry out measurement accurately                      make a series of observations, comparisons and measurements                      select and use suitable equipment                      make a series of observations and measurements adequate for the task</p>	<p>make a series of observations, comparisons and measurements with increasing precision                      select apparatus for a range of tasks                      plan to use apparatus effectively                      begin to make repeat observations and measurements</p>	<p>measure quantities with precision using fine – scale divisions                      select and use information effectively                      make enough measurements or observations for the required task</p>
---------------------------------------	---	--	--	---	---	--	---



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
------	------	--------	--------	--------	--------	--------	--------



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Enquiring and Testing and Obtaining and Presenting Evidence</b>	Know and explore some of the similarities and differences between the natural world around them and contrasting environments.	test ideas suggested to them say what they think will happen use first hand experiences to answer questions begin to compare some living things	use simple equipment provided to aid observation compare objects, living things or events make observations relevant to their task begin to recognise when a test or comparison is unfair use first hand experiences to answer questions	put forward own ideas about how to find the answers to questions recognise the need to collect data to answer questions carry out a fair test with support recognise and explain why it is a fair test with help, pupils begin to realise that scientific ideas are based on evidence	with help, pupils begin to realise that scientific ideas are based on evidence show in the way they perform their tasks how to vary one factor while keeping others the same decide on an appropriate approach in their own investigations to answer questions describe which factors they are varying and which will remain the same and say why	use previous knowledge and experience combined with experimental evidence to provide scientific explanations recognise the key factors to be considered in carrying out a fair test	describe evidence for a scientific idea use scientific knowledge to identify an approach for an investigation explain how the interpretation leads to new ideas
				4			



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
------	------	--------	--------	--------	--------	--------	--------

<b>Considering Evidence and Evaluating</b>	Know similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.	make simple comparisons and groupings say what has happened say whether what has happened was what they expected	say what has happened say what their observations show and whether it was what they expected  begin to draw simple conclusions and explain what they did  begin to suggest	begin to offer explanations for what they see and communicate in a scientific way what they have found out  begin to identify patterns in recorded measurements suggest improvements in their work  evaluate their	predict outcomes using previous experience and knowledge and compare with actual results  begin to relate their conclusions to scientific knowledge and understanding  suggest improvements in	make predictions based on their scientific knowledge and understanding  draw conclusions that are consistent with the evidence  relate evidence to scientific knowledge and understanding  offer simple	make reasoned suggestions on how to improve working methods  show how interpretation of evidence leads to new ideas  explain conclusions, showing understanding of scientific ideas
<b>Context</b>		Life processes Materials	Physical processes BOS 1b,c, d Health and Safety	Forces Rocks and Soils Life processes - Healthy Eating			



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
------	------	--------	--------	--------	--------	--------	--------

Project Theme		Picnic in the Park Oh I do Like to Be beside the Seaside! (Materials)	Star Trekking The Big Bike Adventure	Bombs Away Around the World in 80 Days Fit for Life!			
---------------	--	--	--	--	--	--	--