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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Asking Questions** | Asking simple questions and recognising that they can be answered in different ways | 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 | 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 | Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| **Using scientific evidence** |  |  | Using straightforward scientific evidence to answer questions or to support their findings | Using straightforward scientific evidence to answer questions or to support their findings | Identifying scientific evidence that has been used to support or refute ideas or arguments | Identifying scientific evidence that has been used to support or refute ideas or arguments |
| **Taking Measurements** | Observing closely, using simple equipment | Observing closely, using simple equipment | Making systemic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | Making systemic 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 where necessary | Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary |
| **Fair Testing** | Perform simple tests | Perform simple tests | Setting up simple practical enquiries, comparative and fair tests | Setting up simple practical enquiries, comparative and fair tests |  |  |
| **Identifying and classifying** | Identifying and classifying | Identifying and Using their observations and ideas to suggest answers to questions classifying | Identifying differences, similarities or changes related to simple scientific ideas and processes | Identifying differences, similarities or changes related to simple scientific ideas and processes |  |  |
| **Using test results** | Using their observations and ideas to suggest answers to questions | Using their observations and ideas to suggest answers to questions | Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | Using test results to make predictions to set up further comparative and fair tests | Using test results to make predictions to set up further comparative and fair tests |
| **Recording data** | Gathering and recording data to help in answering questions | Gathering and recording data to help in answering questions | Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables  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  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Recording data and results of increasing complexity using scientific diagrams an labels, classification keys, tables, and bar an line graphs | Recording data and results of increasing complexity using scientific diagrams an labels, classification keys, tables, and bar an line graphs |
| **Reporting and presenting** |  |  | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | 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 | 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 |