|  |
| --- |
| **At Cotton End Forest School, Science is planned to include Forest School and Learning Outside the Classroom opportunities. Through this, all learners have regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences. Our approach to the National Curriculum provides a stimulus for all learning preferences and dispositions. Learning can take place in Shocott Spring or within the school grounds, as well as through external visits and visitors.** |
|  | 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 tablesGathering, 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 tablesGathering, 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 |