

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	They are beginning to ask a range of questions.  They can answer how or why questions about their environment.  They can answer how and why questions about their experiences  They can ask appropriate questions about what they have heard.	Ask some simple questions using everyday language and begin to use some simple scientific words.  Begin to recognise that questions can be answered in different ways such as: observing changes over time, grouping and classifying and simple tests.  With support, use observations and ideas to suggest answers to questions.	Ask simple questions using everyday language and year 2 scientific language.  Recognise that questions can be answered in different ways such as: observing changes over time, grouping and classifying, simple tests, researching using secondary sources and noticing patterns.  Use observations and ideas to suggest answers to questions.	Begin to ask some relevant questions using scientific language.  Begin to make some decisions about which type of enquiry will be the best way of answering questions including: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.	Ask a range of relevant questions using scientific language.  Make some decisions about which type of enquiry will be the best way of answering questions including: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.	Begin to ask some significant scientific questions based on scientific concepts.  Begin to plan different types of scientific enquiries to answer questions: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations, including recognising and controlling variables); and researching using secondary sources.	Ask a range of significant scientific questions based on scientific concepts.  Plan the most appropriate type of scientific enquiry to answer questions including: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations, including recognising and
			and ideas to suggest answers to			variables); and researching using	(controlled investigations, including



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Begin to compare two things  Can look for similarities and differences.  Can identify a similarity or difference between two places, objects, materials or living things.	Begin to perform simple tests  Begin to use practical resources to gather evidence to answer questions.  With support, carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.	Perform simple tests  Use practical resources to gather evidence to answer questions.  Carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.	Begin to set up simple practical enquiries, comparative and fair tests  Begin to select practical resources to gather evidence to answer questions generated by themselves or given to them.  With support, they follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.	Year 4 Set up simple practical enquiries, comparative and fair tests  Select from a range of practical resources to gather evidence to answer questions generated by themselves or given to them.  They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.	Plan different types of scientific enquiries to answer questions  Begin to decide for themselves how to gather evidence to answer a scientific question, choosing a type of enquiry to carry out.  Select from a range of practical resources to gather evidence.  Begin to recognise how secondary sources can be used to answer questions.  Decide what observations or measurements to make over time and for how long.  With support, look for patterns and relationships using a suitable sample.  Carry out fair tests, beginning to recognise and control variables.	Independently, plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Decide for themselves how to gather evidence to answer a scientific question, choosing a type of enquiry to carry out and justifying their choice.  Independently select from a range of practical resources to gather evidence.  Recognise how secondary sources can be used to answer questions.  Independently decide what observations or measurements to make over time and for how long.  Look for patterns and relationships using a suitable sample.  Carry out fair tests, recognising and controlling variables.



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	Begin to	Suggest answers	Suggest answers to	Draw simple	Use results to draw	Draw conclusions, including	Draw conclusions, including any
	talk	to questions	questions and begin	conclusions and raise	simple conclusions,	any causal relationships	causal relationships and
	about		to look for patterns	further questions	suggest improvements	and scientific explanations	scientific explanations of and
	what				and raise further	and set up further linked	degree of trust in results and set
	they have	Describe what	Use observations	Begin to use	questions	investigations	up further linked comparative
	found out	happened and	from their	straightforward			and fair tests
		whether they	investigations to	scientific	Use straightforward	Identify scientific evidence	
	Begin to	were surprised	answer questions	evidence to answer	scientific evidence to	to support or refute ideas or	Identify and explain the scientific
3	say what	at the findings or	based upon their	questions or to	answer questions or to	arguments.	evidence to support or refute
conclusions	happened	not.	findings and their	support their findings	support their findings		ideas or arguments.
<u>.5</u>			experiences of the	using age-appropriate	using age-appropriate	Draw conclusions based on	
Š		Begin to orally	world	scientific language.	scientific language.	their data and observations,	Draw conclusions based on their
<u> </u>		answer				use evidence to justify their	data and observations, use
		questions based	With support, begin	With support, begin to	See patterns in results;	ideas, use scientific	evidence to justify their ideas, use
2		upon their	to look for changes,	look for changes,	begin to say what has	knowledge and	scientific knowledge and
		findings and	patterns, similarities	patterns, similarities	been found out, linking	understanding to explain	understanding to explain their
Drawing		their	and	and differences in	cause and effect to	their findings.	findings including an analysis of
'₹		experiences of	differences in their	their results in order	develop simple		the degree of trust in their
a e		the world	findings	to draw simple	conclusions. using age-	Use their findings to identify	findings.
۲				conclusions	appropriate scientific	when further tests and	
				using age-appropriate	language.	observations are needed.	Use their findings to identify
				scientific language.			when further comparative, fair
					With support,		tests and observations are
				With support,	begin to identify new		needed.
				begin to identify new	questions arising from		
				questions arising from	the results, make new		
				the results and make	predictions and suggest		
				new predictions.	ways of improving what		
					they have already done.		



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	-	Use their	Use given criteria	Identify and		Use similarities	Independently,
	They are beginning	observations to	to identify and	-	With support, use similarities and	and differences in	use similarities
	to sort items using their senses		•	classify in different	differences in		and differences
	their senses	identify & classify.	classify.	ways.		order to group and	
	Llaa all thain aanaa	Make careful	Cant and desait.	Dagand	order to group and	identify.	in order to group
	Use all their senses		Sort and classify	Record	identify.	A	and identify.
<b>b</b> 0	in hands-on	observations to	things according	classifications using	Dania ka idan kifa	Accurately, identify	to demandantly
36	exploration.	identify features	to given criteria.	Venn diagrams,	Begin to identify	similarities/	Independently,
Ţ.		and notice changes.	ol .t	Carroll diagrams,	similarities/	differences/	identify
Ę.	Explore collections of		Classify items	tables etc.	differences/	changes when	similarities/
įS	materials with	Sort and group	using simple		changes when	talking about	differences/
Classifying	similar and/or	living things or	prepared tables	Compare, classify	talking about	scientific processes	changes when
Ö	different properties.	materials using	and sorting rings.	and group items	scientific processes.	and materials.	talking about
		similarities and		using Scientific			scientific
જ	They can sort items	differences.	Describe the	criteria (e.g.	Use and begin to		processes and
නි	by simple observable		characteristics	magnetic, not	create simple keys.		living things.
Identifying	features.	Use simple charts	they used to	magnetic).			
Ę.		to identify	identify a living				Use and develop
ţ		unknown animals	thing.	Independently,			keys to identify,
Z.		and plants.		classify and group			classify and
de				in different ways.			describe living
		Begin to identify					things.
		and describe how					
		they group items.					Identify and
							explain patterns
							seen in the
							natural
							environment.



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	Begin to record and	With support,	Record and	With support,	Record and present	With support,	Independently,
	present	record and present	present simple	record and present	results and ideas	record and present	record and
	present	simple findings and	findings and	results and ideas	results and ideas	data and ideas in	present data and
	To draw pictures (of	ideas	ideas		To produce detailed	detail	ideas in detail
	plants and animals)	10000		To produce detailed	labelled diagrams		10000 111 000011
	p	To begin to draw	To draw	labelled diagrams	using observations,	To produce detailed	To independently
	To create	diagrams and label	diagrams, using	using observations,	including over a	labelled diagrams	produce detailed
	group/class block		observations, and	including over a	period of time	using observations,	and accurate
	graphs to record	To draw pictures	label parts,	period of time		including over a	labelled diagrams
ρū	votes/findings	(or take	including over a		To present results	period of time	using
2		photographs) over	period of time	To begin to present	by creating or		observations,
ıti	To present what they	a period of time		results by creating	completing Venn	To present data by	including over a
er	found out orally	_	To present	or completing Venn	and Carroll	creating Venn and	period of time
S		To present	grouping in a	and Carroll	diagrams, simple	Carroll diagrams,	
Presenting		grouping in a	given format	diagrams, tally,	keys, tally,	keys, columned	To choose the
4		simple format	To complete	columned tables and simple bar	columned tables and simple bar	tables, scatter graphs, bar charts	most appropriate
ρ		To begin to	simple tally	charts, using scales	charts, using scales	and line graphs,	form to present
aı		complete simple	tables, block	charts, using scales	charts, using scales	using appropriate	data: Venn and
Recording and		tally tables, block	graphs and	To present results	To present results	scales	Carroll diagrams,
i.		graphs and	pictograms with a	orally, visually or in	orally, visually or in		keys, columned tables, scatter
Ď		pictograms	simple scale	written form with	written form, using	To present results	graphs, bar charts
0		-	-	support, using	key vocabulary and	orally, visually and	and line graphs,
Se		To present findings	To present	simple scientific	scientific language	in written form,	using appropriate
R		orally.	findings orally,	language		using key	scales
			with simple			vocabulary and	
			scientific			scientific language	To present
			language, and				results orally,
			visually.				visually and in
							written form,
							using relevant
							key vocabulary
							and scientific
							language