Science

Year 6

- Evolution and Inheritance
  - To present results
  - To draw conclusions
- Light and the Eye
  - To plan an enquiry
  - To measure accurately
  - To make a prediction
- Blood and the Heart
  - To present results
  - To interpret results
- Living things and their Habitats
  - To draw conclusions
- Electricity
  - To plan an enquiry
  - To measure accurately
- Electricity
  - To make a prediction
- Reproduction of Plants and Animals
  - To draw conclusions
  - To plan an enquiry
- Life Cycles of a mammal, amphibian, bird and insect
  - To draw conclusions
  - To evaluate an enquiry
- Gestation and Puberty
  - To measure accurately
  - To draw conclusions
- Forces
  - To measure accurately
  - To present results
- Earth and Space
  - To draw conclusions

Present what they learnt in a range of ways e.g. different graphic organisers

Recognise and control variables where necessary

Use test results to make predictions for further investigations

Measure using standard units using equipment that has scales involving decimals

Choose an appropriate form of presentation including line graphs and scatter graphs

Be able to answer their questions using scientific evidence gained from a range of sources

Be able to use data to show that livings things and materials that are grouped together have more things in common than with things in other groups

Provide oral or written explanations for their findings

Recognise and control variables where necessary.

Use test results to make predictions for further investigations

Measure using standard units using equipment that has scales involving decimals

Choose an appropriate form of presentation including line graphs and scatter graphs

Provide oral or written explanations for their findings

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Be able to explain using evidence that the branching database or classification key will only work for the living things or materials it was created for

Choose an appropriate form of presentation including line graphs and scatter graphs

Provide oral or written explanations for their findings

Recognise and control variables where necessary

Be able to explain using evidence that the branching database or classification key will only work for the living things or materials it was

Use ICT package to present

Be able to use data to show that livings things and materials that are grouped together have more things in common than with things in other groups

Year 5

- Sound
  - To gather or record results
  - To present results
  - To interpret their results
- States of Matter
  - To measure accurately
  - To draw conclusions
- Living Things and Their Habitats
  - To draw conclusions
  - To present results
- Electricity
  - To plan an enquiry
  - To evaluate an enquiry
  - To present results
- Properties and Changes in Materials
  - To ask scientific questions
  - To make a prediction
  - To draw conclusions
  - To evaluate an enquiry

Present data in bar

Prepare own tables to record data

Refer directly to their evidence when answering their question

Present what they learnt verbally or using labelled diagrams

Measure using standard units where not all the numbers are marked on the scale. Use data loggers to measure over

Where appropriate provide oral or written explanations for their findings

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To present data in tables and bar charts

Be able to talk their degree of trust in the sources they used

Provide oral or written explanations for their findings

Use test results to make predictions for further investigations

Be able to ask a range of yes/no questions to aid sorting and decide which ways of sorting will give useful information

Suggest improvements e.g. needed a bigger sample/wider range. Suggest new questions arising from the investigation.

Year 4

- Animals including Humans: Teeth
  - To interpret their results
  - To plan an enquiry
- Digestion
  - To ask scientific questions
  - To plan an enquiry
- Light
  - To present results
  - To observe closely
  - To evaluate an enquiry
- Rocks and Soils
  - To interpret their results
  - To observe closely
- Plants
  - To gather or record results
- Forces and Magnets
  - To draw conclusions
  - To make a prediction
  - To evaluate an enquiry

Present data in time graphs

Make a range of relevant observations

Refer directly to their evidence when answering their question

Prepare own tables to record data

Suggest improvement e.g. a wider range of objects – only looked a British trees. Suggest new questions arising from the investigation.

Use results from an investigation to make a prediction about a further result

Draw simple conclusions when appropriate for patterns e.g. a flying insect with no legs might always crash land

Refer directly to their evidence when answering their question

Ask a range of relevant questions linked to a topic

Decide what to measure or observe. Decide how often to take a measurement

Decide what to measure or observe. Decide how often to take a measurement

Be able to compare objects based on more sophisticated, observable features. Present observations in labelled diagrams

Suggest improvements e.g. need to make observations more regularly. Suggest new questions arising from the investigation.

Year 3

- Plants
  - To observe closely
  - To plan an enquiry
- Animals Including Humans: Indian Mammals
  - To ask scientific questions
  - To interpret their results
- Animals Including Humans: Food and Hygiene
  - To interpret their results
- Animals Including Humans: Nutrition
  - To present results
  - To gather or record results
- Animals Including Humans: The Skeleton
  - To plan an enquiry
  - To observe closely

Identify the question to investigate from a scenario or choose a question from a range provided

Choose equipment to use, decide what to do and what to observe or measure in order to answer the question

Be able to answer their questions using simple sentences

Answer their question in simple sentences using their observations or measurements

Make observations linked to answering the question

Decide what to change and what to measure or observe

Make a range of relevant observations

Prepare own tables to record data

Sort objects and living things into groups using intersecting Venn and Carroll diagrams

Year 2

- Living Things and their Habitats
  - To ask scientific questions
- Animals Including Humans: Exercise
  - To gather or record results
- Uses of Everyday Materials
  - To ask scientific questions
  - To present results
- Human Body and Senses
  - To gather or record results
- Animals Including Humans: offspring
  - To ask scientific questions

Present what they have learnt verbally or using pictures

Record data in simple prepared tables, pictorially or by taking photographs

Ask one or two simple questions linked to a topic

Ask a question that is looking for a pattern based on observations

Ask one or two simple questions linked to a topic

Record data in simple, prepared tables and tally charts

Ask one or two simple questions linked to a topic

Year 1

- Everyday Materials
  - To plan an enquiry
  - To observe closely
- Seasonal Changes
  - To observe closely
- Seasonal Changes
  - To observe closely
- Plants
  - To gather or record results
  - To plan an enquiry

Be able to compare objects based on obvious, observable features e.g. size, shape, colour, texture etc.

Record data in simple prepared tables, pictorially or by taking photographs

Choose equipment to use, decide what to do and what to observe or measure in order to answer the question

Make observations linked to answering the question

Make observations linked to answering the question

Identify the headings for the two groups (it is …, it is not….)

EYFS