



SCIENCE SKILLS (WORKING SCIENTIFICALLY) 2019-2020



| Working Scientifically | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------|---|--|--------|--------|--------|--------|--------|--------|
| Development Matters | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such a plants, animal, natural and found objects Talks about why things happen and how things work. Developing and understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. | Children should know about similarities and differences in relation to places, objects, materials and living things. They should talk about features of their own immediate environment and how environments might vary from one another. They should make observations of animals and plants and explain why some things occur, and talk about changes. | | | | | | |



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| <p>Planning</p> | | | | <p>Can recognise simple questions can be answered in different ways.</p> | <p>Is beginning to use different scientific enquiry types to answer/ask relevant questions. Set up simple, fair and practical tests</p> | <p>Can use different scientific enquiry types to answer/ask relevant questions. Set up simple, fair and practical tests</p> | <p>Answer questions by planning different scientific enquiries. Recognise and control variables when appropriate Make predictions using text results to set up further fair and comparative tests.</p> | <p>Develop lines of enquiry by asking questions based on prior knowledge and real-life observations. Make predictions using scientific knowledge and understanding</p> |
| <p>Doing</p> | | | <p>Can compare similarities and difference with regards to objects, materials, living things and places observe animals and plants</p> | <p>Is using simple equipment Observe closely, perform simple tests and identify and classify</p> | <p>Is beginning to make systematic and careful observations using standard units, make accurate measurement using a range of equipment</p> | <p>Can make systematic and careful observations using standard units, make accurate measurement using a range of equipment</p> | <p>Draw conclusions by identifying patterns through interpreting observation, measurement and data in relation to prediction and hypothesise present reasoned explanations. Show understanding of potential sources of error by using</p> | <p>Test predictions by selecting, planning and carrying out a range of scientific enquiries.</p> |
| <p>Reviewing</p> | | | | <p>Can gather</p> | <p>Is beginning to</p> | <p>Can record,</p> | <p>Record results</p> | <p>Using a range</p> |



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| | | | | and record data to support answering questions | gather, record, classify and present data to answer questions in a variety of ways. Use simple scientific language, drawings, labelled diagrams, keys, bar charts and table to record findings. | classify and present data to answer questions in a variety of ways. Use simple scientific language, drawings, labelled diagrams, keys, bar charts and table to record findings. | of increasing complexity and present observations and data using appropriate methods, e.g. scientific diagrams, classification keys, tables, scatter, bar and line charts | of methods for different investigations, make and record observations and measurement and evaluate the reliability of these methods and suggest improvement. |
| Evaluate | | | Can discuss differences between own environment and others and explain why some things happen and how it changes. | Can suggest answers to questions using observations made. | Is beginning to form enquiries report on finding, explaining and present results or conclusions, draw simple conclusions from results, make predictions, suggest improvement to answer further questions. Identify differences, similarities and changes related to scientific ideas and process. | Can form enquiries report on finding, explaining and present results or conclusions, draw simple conclusions from results, make predictions, suggest improvement to answer further questions. Identify differences, similarities and changes related to scientific ideas and process. | Record and present findings including conclusions, relationships and explanation. Identify scientific evidence to support or refute scientific ideas or arguments. | Draw conclusions by identifying patterns through interpreting observations, measurement and data in relation to prediction and hypothesise present reasoned explanations Show understanding of potential sources of error by using to evaluate data. |