



# Science

## St Edmund Campion

### Working Scientifically

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• explore outside and make some observations about what I see around me</li> <li>• begin to ask questions and seek out information about things I observe</li> <li>• begin to think of questions based around a prompt and can then engage with research to find out more</li> <li>• make predictions about what I think might happen in a given situation and begin to give reasons for those predictions</li> <li>• use some basic scientific vocabulary</li> <li>• make observations</li> </ul>	<ul style="list-style-type: none"> <li>• ask simple questions recognising that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• ask simple questions recognising that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests</li> <li>• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• record findings using simple scientific language,</li> </ul>	<ul style="list-style-type: none"> <li>• ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests</li> <li>• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• record findings using simple scientific language,</li> </ul>	<ul style="list-style-type: none"> <li>• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• take measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</li> <li>• use test results to make predictions to set up further comparative and fair tests</li> <li>• report and present findings from enquiries, including</li> </ul>	<ul style="list-style-type: none"> <li>• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• take measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</li> <li>• use test results to make predictions to set up further comparative and fair tests</li> <li>• report and present findings from enquiries, including</li> </ul>

<p>about scientific processes I can see happening around me</p>			<p>drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<p>drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<p>conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>• identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>• identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
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