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| WORKING SCIENTIFICALLY | | | | |
| EYFS | KS1 | | LKS2 | UKS2 |
| ***UW*** *(Technologies)*  **Early Learning Goal**  • I can select and use technology for  particular purposes  ***UW*** *(The World)*  **Exceeding statements**  • I am familiar with basic scientific  concepts such as experimentation  ***PD*** *(Moving and handling)*  **Early Learning Goal**  • I handle equipment and tools effectively | Year 1  • Ask simple questions  • Make suggestions about how to find things out e.g. What test could I do?  • I can make suggestions about what I think might happen  • I can use simple equipment eg;  magnifying glass  • I can perform simple tests  • Record simple data | Year 2  • Ask simple questions and know that they can be answered in different ways.  •Perform simple comparative tests  •Use simple equipment to observe closely  •Suggest answers to questions noticing similarities, differences and patterns  • I find information from books or other printed sources.  • I can use some scientific vocabulary to explain my observations  • Use simple tables where appropriate  e.g. blocks graphs, pictograms | Years 3 and 4  •Ask relevant questions and use different types of scientific enquiry to answer them  • Make simple predictions  •Set up simple practical enquiries, comparative and fair tests  •Make systematic and careful observation  •Use a range of scientific equipment including thermometer  • I can collect data, record, present and classify data in different ways to answer my questions  • I can put forward my own ideas about how to answer a question  • I use scientific vocabulary to describe my observations.  • I can make measurements and  observations using simple equipment to complete a simple graph or chart  • I give reasons for my observations.  • I can provide explanations for patterns  e.g. identify pattern on graph  • I can suggest ways of improving my work | Year 5  •Plan different types of enquiries to answer questions including recognising and controlling variables where necessary  •Take measurements with a range of scientific equipment with increasing precision and accuracy  •Record data of increasing complexity using scientific diagrams, keys, graphs, bar charts etc as appropriate  •Use and interpret data presented in charts, tables and graphs  •Use test results to make predications and set up further tests  •Report and present findings of investigations  • Recognise that scientific ideas are based on evidence.  •Start to make conclusions about my data using my scientific knowledge and understanding.  Year 6  • Decide on the most appropriate  approach to an investigation and plan using scientific knowledge and understanding  • Select and use appropriate equipment for the purpose with accuracy and precision  • Understand how to vary one factor while keeping others the same in order to make comparisons and maintain a fair test  • Make accurate predictions and form a hypothesis using my scientific knowledge and understanding  •Use a range of information sources to research and inform my scientific knowledge  • Select and use appropriate ways of handling data including tables, bar charts and line graphs  • Interpret patterns in my  data.  • Relate my conclusions to the  hypothesis and results.  • Use appropriate scientific language.  • Suggest improvements to my work and give reasons. |
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