



Subject: Science

Year Group	Knowledge	Skills	Vocabulary
EY	<ul style="list-style-type: none"> <li>•Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>•Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.</li> <li>•Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.</li> <li>•Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</li> <li>•Provide stories that help children to make sense of different environments.</li> </ul>	<ul style="list-style-type: none"> <li>•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>•Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>•Talks about why things happen and how things work.</li> <li>•Developing an understanding of growth, decay and changes over time.</li> <li>•Shows care and concern for living things and the environment.</li> <li>•Looks closely at similarities, differences, patterns and change.</li> <li>•Know about similarities and differences in relation to places, objects, materials and living things.</li> <li>•They talk about the features of their own immediate environment and how</li> </ul>	<p>Plants: Root, stem, tree, leaf, flower, water, seed, plant,</p> <p>Animals including humans: Animal, head, legs, arms, knee, elbow, neck, face, feet, hands, bread, potatoes, apples, cereals, rice, meat, fish, milk, running, jumping, swimming, walking, chicken, hen, kitten, cat, puppy, dog, duckling, duck, habitat, insect</p> <p>Materials: material, hard, soft, rough, smooth,</p> <p>Electricity: power, switch, on, off, battery</p> <p>Light and Sound: light, dark, bright, dull, reflect, sound, noise, loud, quiet,</p> <p>Pose carefully framed open-ended questions, such as</p>

		environments might vary from one another. •They make observations of animals and plants and explain why some things occur, and talk about changes.	"How can we...?" or "What would happen if...?".
--	--	---	---

Year Group	Skills KS1			
	Observing closely	Performing Tests	Identifying and Classifying	Recording Findings
1	-Talk about what they can see, hear, touch, smell or taste. - Begin to use simple equipment to help make observations.	-Perform a simple test. -Tell other people about what they have done.	-Identify and classify things they observe. -Answer some scientific questions. -Give simple reasons for their answers. -Explain findings. -Begin to use scientific vocabulary.	-Show work using pictures, labels and captions. -Record findings using standard units. -Put some information into a chart or table.
2	-Compare several things -Use some scientific vocabulary to describe what they have seen.	-Carry out a simple, fair test. -Suggest ways to find out information.	-Organise and sort objects into groups. -Identify animals and plants by a specific	-Use text, diagrams, pictures, charts and tables to record observations.

	- Use simple equipment to help make observations.	-Describe the findings of their test.	criteria e.g. lay eggs or not, have feathers or not. -Consistently read and use scientific vocabulary.	-Measure using simple equipment.
	Skills KS2			
	Planning	Obtaining and presenting evidence	Considering evidence and evaluating	
3	-Make and record a prediction before testing. -Plan a fair test and explain why it is fair. -Set up a simple fair test to make comparisons. -Collect information to answer questions.	-Measure using different equipment and units of measure. -Record observations in different ways. -Describe findings using scientific language. -Accurately measure using standard units.	-Explain findings and use them to answer questions. -Use a range of equipment in a simple test.	
4	-Set up a simple, fair test. -Understand and explain variables in a fair test and why they have been isolated. -Suggest improvements and predictions. -Decide on the best way to collect information. -Use their findings to draw a simple conclusion.	-Measure using different equipment and units of measurement and record what they have found. -Make accurate measurements using standard measurements. -Explain findings in different ways.	-Find patterns in evidence or measurements. -Evaluate findings using scientific language, drawings, labelled diagrams, charts and tables. -Use scientific evidence to answer questions or support findings. -Identify differences, similarities or changes related to simple scientific ideas or processes.	

5	<ul style="list-style-type: none"> <li>-Plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables.</li> <li>-Make a prediction with reasons.</li> <li>-Use test results to make predictions to set up comparative and fair tests.</li> <li>-Present a report of findings through writing, display and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>-Measure using a range of scientific equipment with increasing accuracy and precision.</li> <li>-Take repeat readings when appropriate.</li> <li>- Record more complex data and results using scientific diagrams, labels, classification keys, tables and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>- Report and present findings from enquiries through written explanations and conclusions.</li> <li>-Use a graph to answer scientific questions.</li> </ul>
6	<ul style="list-style-type: none"> <li>-Explore different ways to test an idea, choose the best way and give reasons.</li> <li>-Plan and carry out an investigation by controlling variables fairly and accurately.</li> <li>-Use information to make a prediction with reasons.</li> <li>-Use test results to make further predictions and set up further comparative tests.</li> <li>-Explain, in simple terms, a scientific idea and what evidence supports it.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain why they have chosen specific equipment.</li> <li>-Explain why a measurement needs to be repeated.</li> <li>-Record measurements in different ways.</li> <li>-Measure using a range of scientific equipment with increasing accuracy and precision.</li> </ul>	<ul style="list-style-type: none"> <li>-Find a pattern from data and explain what it shows.</li> <li>-Link findings to other scientific knowledge.</li> <li>-Suggest how to improve work and why.</li> <li>- Record more complex data and results using scientific diagrams, labels, classification keys, tables and graphs.</li> <li>-Report findings through written explanations and conclusions.</li> <li>-Report and present findings from enquiries in oral and written forms such as displays and other presentations.</li> </ul>

	-Present a report of their findings through writing, display and presentation.		
--	--	--	--