| **Science** |
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**Purpose of study**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world’s future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

**Aims**

The national curriculum for science aims to ensure that all pupils:

develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics

develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them

are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

**Scientific knowledge and conceptual understanding**

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils’ engagement with and motivation to study science. **Science – key stages 1 and 2 4**

**The nature, processes and methods of science**

‘Working scientifically’ specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how ‘working scientifically’ might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. ‘Working scientifically’ will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

**Spoken language**

The national curriculum for science reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

**School curriculum**

The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Key stage 1**

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

‘Working scientifically’ is described separately in the programme of study, but must **always** be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

**Lower key stage 2 – years 3 and 4**

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

‘Working scientifically’ is described separately at the beginning of the programme of study, but must **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

**Upper key stage 2 – years 5 and 6**

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

‘Working and thinking scientifically’ is described separately at the beginning of the programme of study, but must **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell and pronounce scientific vocabulary correctl

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|  | **KS1 Knowledge, Skills and Understanding breakdown for Science** | | | | |
|  | BIOLOGY  Animals including humans | BIOLOGY  Living things and their habitats | BIOLOGY  Plants & Animals | CHEMISTRY  Everyday materials | PHYSICS  Seasonal Changes |
| CYLCE 1 | Can they point out some of the differences between different animals?​  Can they sort photographs of living things and non-living things?​  Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)​  Can they describe how an animal is suited to its environment?​  Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?  Can they name the parts of the human body that they can see?​  Can they draw & label basic parts of the human body?​  Can they identify the main parts of the human body and link them to their senses?​  Can they name the parts of an animal’s body?​  Can they name a range of domestic animals?​  Can they classify animals by what they eat? (carnivore, herbivore, omnivore)​  Can they compare the bodies of different animals? | Can they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other | Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?​  Can they identify and name a range of common plants and trees?​  Can they recognise deciduous and evergreen trees?​  Can they name the trunk, branches and root of a tree?​  Can they describe the parts of a plant (roots, stem, leaves, flowers)?  Can they name the main parts of a flowering plant? | Can they distinguish between an object and the material from which it is made?​  Can they describe materials using their senses?​  Can they describe materials using their senses, using specific scientific words?​  Can they explain what material objects are made from?​  Can they explain why a material might be useful for a specific job?​  Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock​  Can they sort materials into groups by a given criteria?​  Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? | Can they observe changes across the four seasons?​  Can they name the four seasons in order?​  Can they observe and describe weather associated with the seasons?​  Can they observe and describe how day length varies? |
|  | BIOLOGY  Animals including humans | BIOLOGY  Living things and their habitats | BIOLOGY  Plants & Animals | CHEMISTRY  Everyday materials | PHYSICS  Seasonal Changes |
| CYLCE 2 | Can they describe what animals need to survive?​  Can they explain that animals grow and reproduce?​  Can they explain why animals have offspring which grow into adults?​  Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)​  Can they explain the basic needs of animals, including humans for survival? (water, food, air)​  Can they describe why exercise, balanced diet and hygiene are important for humans? | Can they match certain living things to the habitats they are found in?​  Can they explain the differences between living and non-living things?​  Can they describe some of the life processes common to plants and animals, including humans?​  Can they decide whether something is living, dead or non-living?​  Can they describe how a habitat provides for the basic needs of things living there?​  Can they describe a range of different habitats?​  Can they describe how plants and animals are suited to their habitat? | Can they describe what plants need to survive?​  Can they observe and describe how seeds and bulbs grow into mature plants?​  Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? | Can they describe the simple physical properties of a variety of everyday materials?​  Can they compare and group together a variety of materials based on their simple physical properties?  Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)​  Can they find out about people who developed useful new materials?  Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?​  Can they explain how things move on different surfaces? |  |

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|  | **KS1 Knowledge, Skills and Understanding breakdown for Working Scientifically** | | | |
|  | Observing Closely | Performing Tests | Identifying & Classifying | Recording Findings |
| Year 1 | Can they talk about what they <see, touch, smell, hear or taste>?​  Can they use simple equipment to help them make observations?​ | Can they perform a simple test?​  Can they tell other people about what they have done? | Can they identify and classify things they observe?​  Can they think of some questions to ask?​  Can they answer some scientific questions?​  Can they give a simple reason for their answers?​  Can they explain what they have found out?​ | Can they show their work using pictures, labels and captions?​  Can they record their findings using standard units?​  Can they put some information in a chart or table? |
| Challenging…. | | | |
| Can they find out by watching, listening, tasting, smelling and touching? | Can they give a simple reason for their answers? | Can they talk about similarities and differences?​  Can they explain what they have found out using scientific vocabulary? | Can they use ICT to show their working?​  Can they make accurate measurements? |
|  | Observing Closely | Performing Tests | Identifying & Classifying | Recording Findings |
| Year 2 | Can they use <see, touch, smell, hear or taste> to help them answer questions?​  Can they use some scientific words to describe what they have seen and measured?​  Can they compare several things? | Can they carry out a simple fair test?​  Can they explain why it might not be fair to compare two things?​  Can they say whether things happened as they expected?​  Can they suggest how to find things out?​  Can they use prompts to find things out? | Can they organise things into groups? ​  Can they find simple patterns (or associations)?​  Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? | Can they use text, diagrams, pictures, charts, tables to record their observations?​  Can they measure using <simple equipment>? |
| Challenging…. | | | |
| Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? | Can they say whether things happened as they expected and if not why not? | Can they suggest more than one way of grouping animals and plants and explain their reasons? | Can they use information from books and online information to find things out? |

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| **LKS2 Knowledge, Skills and Understanding breakdown for Science** | | | | | | | | | |
|  | BIOLOGY  Animals including humans | BIOLOGY  Living things and their habitats | BIOLOGY  Plants | CHEMISTRY  Rocks | CHEMISTRY  States of Matter | PHYSICS  Light | PHYSICS  Sound | PHYSICS  Forces & Magnets | PHYSICS  Electricity |
| CYLCE 1 | Can they identify and name the basic parts of the digestive system in humans?​  Can they describe the simple functions of the basic parts of the digestive system in humans?​  Can they identify the simple function of different types of teeth in humans?​  Can they compare the teeth of herbivores and carnivores?​  Can they explain what a simple food chain shows?​  Can they construct and interpret a variety of food chains, identifying producers, predators and prey? |  |  | Can they compare and group together different rocks on the basis of their appearance and simple physical properties?​  Can they describe and explain how different rocks can be useful to us?​  Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?​  Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?​  Can they recognise that soils are made from rocks and organic matter? | Can they compare and group materials together, according to whether they are solids, liquids or gases?​  Can they explain what happens to materials when they are heated or cooled?​  Can they measure or research the temperature at which different materials change state in degrees Celsius?​  Can they use measurements to explain changes to the state of water?​  Can they identify the part that evaporation and condensation has in the water cycle?​  Can they associate the rate of evaporation with temperature? | Can they recognise that they need light in order to see things?​  Can they recognise that dark is the absence of light?​  Can they notice that light is reflected from surfaces?​  Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?​  Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?​  Can they find patterns in the way that the size of shadows change? |  | Can they compare how things move on different surfaces?​  Can they observe that magnetic forces can be transmitted without direct contact?​  Can they observe how some magnets attract or repel each other?​  Can they classify which materials are attracted to magnets and which are not?​  Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?​  Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?​  Can they identify some magnetic materials?​  Can they describe magnets have having two poles (N & S)?​  Can they predict whether two magnets will attract or repel each other depending on which poles are facing | Can they identify common appliances that run on electricity?​  Can they construct a simple series electric circuit?​  Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?​  Can they identify whether or not a lamp will light in a  simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?​  Can they recognise that a switch opens and closes a circuit?​  Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?​  Can they recognise some common conductors and insulators?​  Can they associate metals with being good conductors |
|  | BIOLOGY  Animals including humans | BIOLOGY  Living things and their habitats | BIOLOGY  Plants | CHEMISTRY  Rocks | CHEMISTRY  States of Matter | PHYSICS  Light | PHYSICS  Sound | PHYSICS  Forces & Magnets | PHYSICS  Electricity |
| CYLCE 2 | Can they explain the importance of a nutritionally balanced diet?​  Can they describe how nutrients, water and oxygen are transported within animals and humans?​  Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?​  Can they describe and explain the skeletal system of a human?​  Can they describe and explain the muscular system of a human? | Can they recognise that living things can be grouped in a variety of ways? ​  Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)​  Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)​  Do they recognise that environments can change and this can sometimes pose a danger to living things? | Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?​  Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?​  Can they explain how they vary from plant to plant?​  Can they investigate the way in which water is transported within plants?​  Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?  Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)? |  |  |  | Can they describe a range of sounds and explain how they are made?​  Can they associate some sounds with something vibrating?​  Can they compare sources of sound and explain how the sounds differ?​  Can they explain how to change a sound (louder/softer)?​  Can they recognise how vibrations from sound travel through a medium to a ear?​  Can they find patterns between the pitch of a sound and features of the object that produce it?​  Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?​  Can they recognise that sounds get fainter as the distance from the sound source increases?​  Can they explain how you could change the pitch of a sound?​  Can they investigate how different materials can affect the pitch and volume of sounds? |  |  |

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|  | **LKS2 Knowledge, Skills and Understanding breakdown for Working Scientifically** | | |
|  | Planning | Obtaining & presenting information | Considering evidence & evaluating |
| Year 3 | Can they use different ideas and suggest how to find something out? ​  Can they make and record a prediction before testing?​  Can they plan a fair test and explain why it was fair?​  Can they set up a simple fair test to make comparisons?​  Can they explain why they need to collect information to answer a question?​  ​ | Can they measure using different equipment and units of measure?​  Can they record their observations in different ways? <labelled diagrams, charts etc>​  Can they describe what they have found using scientific language?​  Can they make accurate measurements using standard units?​ | Can they explain what they have found out and use their measurements to say whether it helps to answer their question?​  Can they use a range of equipment (including a data-logger) in a simple test?​ |
| Challenging…. | | |
| Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?​ | Can they explain their findings in different ways (display, presentation, writing)?​  Can they use their findings to draw a simple conclusion?​  Can they suggest improvements and predictions for further tests?​ | Can they suggest how to improve their work if they did it again?​  ​ |
|  | Planning | Obtaining & presenting information | Considering evidence & evaluating |
| Year 4 | Can they set up a simple fair test to make comparisons?​  Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?​  Can they suggest improvements and predictions? ​  Can they decide which information needs to be collected and decide which is the best way for collecting it?  ​Can they use their findings to draw a simple conclusion? | Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?​  Can they make accurate measurements using standard units?​  Can they explain their findings in different ways (display, presentation, writing)? | Can they find any patterns in their evidence or measurements?​  Can they make a prediction based on something they have found out?​  Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?​  Can they use straightforward scientific evidence to answer questions or to support their findings?​  Can they identify differences, similarities or changes related to simple scientific ideas or processes? |
| Challenging…. | | |
| Can they plan and carry out an investigation by controlling variables fairly and accurately? ​  Can they use test results to make further predictions and set up further comparative tests?​ | Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?​ | Can they report findings from investigations through written explanations and conclusions?​  Can they use a graph or diagram to answer scientific questions?​  ​ |

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| **UKS2 Knowledge, Skills and Understanding breakdown for Science** | | | | | | | | |
|  | **BIOLOGY**  **Animals including humans** | **BIOLOGY**  **Living things and their habitats** | **BIOLOGY**  **Evolution & Inheritance** | **CHEMISTRY**  **Properties and changes of materials** | **PHYSICS**  **Light** | **PHYSICS**  **Earth & Space** | **PHYSICS**  **Forces** | **PHYSICS**  **Electricity** |
| CYLCE 1 | Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?  Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?  Can they describe the ways in which nutrients and water and transported within animals, including humans?  Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?  Can they compare the organ systems of humans to other animals?  Can they make a diagram of the human body and explain how different parts work and depend on one another?  Can they name the major organs in the human body?  Can they locate the major human organs?  Can they make a diagram that outlines the main parts of a body |  | Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?  Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?  Can they give reasons why offspring are not identical to each other or to their parents?  Can they explain the process of evolution and describe the evidence for this?  Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?  Can they describe the changes as humans develop to old age?  Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies and the development of humans?  Can they describe the changes experienced in puberty?? | Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?  Can they explain how some materials dissolve in liquid to form a solution?  Can they describe how to recover a substance from a solution?  Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?  Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?  Can they describe changes using scientific words? (evaporation, condensation)  Can they demonstrate that dissolving, mixing and changes of state are reversible changes?  Can they explain that some changes result in the formation of new materials, and that this kid of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?  Can they use the terms ‘reversible’ and ‘irreversible’? |  |  | Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?  Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?  Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? |  |
|  | **BIOLOGY**  **Animals including humans** | **BIOLOGY**  **Living things and their habitats** | **BIOLOGY**  **Evolution & Inheritance** | **CHEMISTRY**  **Properties & change of materials** | **PHYSICS**  **Light** | **PHYSICS**  **Earth & Space** | **PHYSICS**  **Forces** | **PHYSICS**  **Electricity** |
| CYLCE 2 |  | Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird?  Can they describe the life cycles of common plants?  Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)  Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?  Can they give reasons for classifying plants and animals based on specific characteristics? |  |  | Can they recognise that light appears to travel in straight lines?  Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?  Can they explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes?  Can they use the idea that light  travels in straight lines to explain why  shadows have the same shape as the  objects that cast hem | Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system?  Can they explain how seasons and the associated weather is created?  Can they describe and explain the movement of the Moon relative to the Earth?  Can they describe the sun, earth and moon as approximately spherical bodies?  Can they use the idea of the earth’s rotation to explain day and night and the apparent movement of the sun across the sky? |  | Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)  Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?  Can they use recognised symbols when representing a simple circuit in a diagram?  Can they make their own traffic light system or something similar?  Can they explain the danger of short circuits?  Can they explain what a fuse is?  Can they explain how to make changes in a circuit?  Can they explain the impact of changes in a circuit?  Can they explain the effect of changing the voltage of a battery? |

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|  | **UKS2 Knowledge, Skills and Understanding breakdown for Working Scientifically** | | |
|  | Planning | Obtaining & presenting information | Considering evidence & evaluating |
| Year 5 | Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?  Can they make a prediction with reasons?  Can they use test results to make predictions to set up comparative and fair tests?  Can they present a report of their findings through writing, display and presentation? | Can they take measurements using a range of scientific equipment with increasing accuracy and precision?  Can they take repeat readings when appropriate?  Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? | Can they report and present findings from enquiries through written explanations and conclusions?  Can they use a graph to answer scientific questions? |
| Challenging…. | | |
| Can they explore different ways to test an idea, choose the best way and give reasons?  Can they vary one factor whilst keeping the others the same in an experiment?  Can they use information to help make a prediction?  Can they explain, in simple terms, a scientific idea and what evidence supports it? | Can they decide which units of measurement they need to use?  Can they explain why a measurement needs to be repeated? | Can they find a pattern from their data and explain what it shows?  Can they link what they have found out to other science?  Can they suggest how to improve their work and say why they think this? |
|  | Planning | Obtaining & presenting information | Considering evidence & evaluating |
| Year 6 | Can they explore different ways to test an idea, choose the best way, and give reasons?  Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?  Can they plan and carry out an investigation by controlling variables fairly and accurately?  Can they make a prediction with reasons?  Can they use information to help make a prediction?  Can they use test results to make further predictions and set up further comparative tests?  Can they explain, in simple terms, a scientific idea and what evidence supports it?  Can they present a report of their findings through writing, display and presentation? | Can they explain why they have chosen specific equipment? (incl ICT based equipment)  Can they decide which units of measurement they need to use?  Can they explain why a measurement needs to be repeated?  Can they record their measurements in different ways? (incl bar charts, tables and line graphs)  Can they take measurements using a range of scientific equipment with increasing accuracy and precision? | Can they find a pattern from their data and explain what it shows?  Can they use a graph to answer scientific questions?  Can they link what they have found out to other science?  Can they suggest how to improve their work and say why they think this?  Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?  Can they report findings from investigations through written explanations and conclusions?  Can they identify scientific evidence that has been used to support to refute ideas or arguments?  Can they report and present findings from enquiries, including conclusions, causal  relationships and explanations of and degree of trust in results, in oral and written forms  such as displays and other presentations? |
| Challenging…. | | |
| Can they choose the best way to answer a question?  Can they use information from different sources to answer a question and plan an investigation?  Can they make a prediction which links with other scientific knowledge?  Can they identify the key factors when planning a fair test?  Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough? | Can they plan in advance which equipment they will need and use it well?  Can they make precise measurements?  Can they collect information in different ways?  Can they record their measurements and observations systematically?  Can they explain qualitative and quantitative data? | Can they draw conclusions from their work?  Can they link their conclusions to other scientific knowledge?  Can they explain how they could improve their way of working? |