Danbury Park Community Primary School
Science – Working Scientifically

EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
To look closely at similarities, differences, patterns and change.	To be able to ask simple questions and recognise that they can be answered in different ways To be able to perform simple tests To observe closely, using simple equipment To be able to gather and record data to answer a question. **record data in a table, a tally chart, bar chart and in simple ways (Venn diagram/charts, flow diagram)* To identify and classify Use simple secondary sources to find answers.		To be able to ask relevant questions and use different types of scientific enquiries to answer them. To be able to setup simple practical enquiries, comparative and fair tests. To be able to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers To be able to gather, record, classify and present data in a variety of ways to help in answering questions. To be able to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. To be able to identify differences, similarities or changes related to simple scientific ideas and processes To be able to use straightforward scientific evidence to answer questions or to support their findings. To be able to use results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions.		To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs To be able to identify scientific evidence that has been used to support or refute ideas or arguments To be able to use test results to make predictions to set up further comparative and fair tests To be able to 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.	

		To be able to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. To be able to report on findings from enquiries.	