



St Catherine's C of E School
Subject area: Science - Curriculum

	EYFS	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Working Scientifically	Make observations about the world around them.	To use the following practical scientific methods, processes and skills (adult support may be needed) –	To use the following practical scientific methods, processes and skills with increasing confidence -	To use the following practical scientific methods, processes and skills –	To use the following practical scientific methods, processes and skills –	To use the following practical scientific methods, processes and skills –	To use the following practical scientific methods, processes and skills –

<p>Questioning and enquiring Planning</p>	<p>Make observations about the world around them.</p> <p>Notice when things change.</p>	<p>Ask simple questions about the world around us.</p> <p>Use key vocabulary, who, why, when, why, what, how when posing questions.</p> <p>Adapt questions based on changes that happen over time and based on previous learning.</p>	<p>Ask questions about the world around us extending questions to deepen knowledge.</p> <p>Use key vocabulary, who, why, when, why, what, how when posing questions.</p> <p>Recognise that questions can be answered in different ways based on the enquiry</p> <p>Begin to raise their own questions about the world around them.</p>	<p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore everyday objects and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday objects and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions including a fair test.</p>	<p>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Begin to explore and talk about ideas, ask their own questions about science, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p> <p>Begin to select the most appropriate</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Explore and talk about ideas, ask their own questions about science, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p>
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<p>Investigating</p>	<p>Investigate things in the immediate environment (changes in the outside area)</p>	<p>Perform simple tests with support.</p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p> <p>Begin to predict what might happen in a test.</p>	<p>Perform simple tests.</p> <p>To discuss my ideas about how to find things out.</p> <p>Predict what might happen in a test.</p> <p>To say what happened in my investigation.</p>	<p>Set up some simple practical enquiries, comparative and fair tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor.</p>	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>	<p>Begin to use test results to make predictions to set up further comparative and fair tests.</p> <p>Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Begin to suggest improvements to my method and give reasons. Begin to decide when it is appropriate to do a fair test.</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons. Decide when it is appropriate to do a fair test.</p>
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<p>Recording and reporting findings</p>	<p>Verbal discussion about the investigations and the observations that have occurred. Evidence obtained through adult observations.</p> <p>With support record simple topic based words.</p>	<p>Gather and record data with some adult support.</p> <p>Begin to record simple data.</p> <p>Begin to record and communicate their findings in a range of ways.</p>	<p>Gather and record data to help in answering questions.</p> <p>Record simple data.</p> <p>Record and communicate their findings in a range of ways.</p> <p>Can show my results in a table that my teacher has provided.</p>	<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Begin to record results in tables and bar charts.</p> <p>Begin to use notes, simple tables to help to decide how to record and analyse their data.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables to decide how to record and analyse their data.</p> <p>Can record results in tables and bar charts.</p>	<p>Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Begin to report and present findings from enquiries.</p> <p>Begin to decide how to record data from a choice of familiar approaches.</p> <p>Begin to choose how best to present data.</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Report and present findings from enquiries.</p> <p>Decide how to record data from a choice of familiar approaches.</p> <p>Can choose how best to present data.</p>
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<p>Identifying, grouping and classifying</p>	<p>Group materials into man made and natural. Through practical opportunities.</p> <p>3 R's – to look at recycling through practical uses.</p>	<p>Identify and classify with some support.</p> <p>To begin to observe and identify, compare and describe.</p> <p>To begin to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Identify and classify.</p> <p>Observe and identify, compare and describe.</p> <p>Compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Begin to compare and group according to set criteria</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Compare and group according to set criteria, based on testing.</p>	<p>Begin to use and develop keys and other information records to identify, classify and describe living things and materials.</p>	<p>Use and develop keys and other information records to identify, classify and describe living things and materials.</p>
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<p>Vocabulary</p>	<p>With support: Use some simple scientific language</p> <p>Begin to use some science words.</p>	<p>Use some simple scientific language</p> <p>Begin to use some science words.</p> <p>Use comparative language with support.</p>	<p>Use simple scientific language and some science words.</p> <p>Use comparative language – bigger, faster etc</p>	<p>Begin to use some scientific language to talk and write about what they have found out.</p> <p>Begin to use relevant scientific language.</p> <p>Begin to use relevant comparative language</p>	<p>Use some scientific language to talk and write about what they have found out.</p> <p>Use relevant scientific language.</p> <p>Use relevant comparative language</p>	<p>Beginning to read, spell and pronounce scientific vocabulary correctly.</p> <p>Beginning to use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p> <p>Am beginning to confidently use a range of scientific vocabulary.</p> <p>Beginning to use scientific ideas when describing simple processes. Am beginning to use the correct science vocabulary</p>	<p>Read, spell and pronounce scientific vocabulary correctly.</p> <p>Use relevant scientific language. And illustrations to discuss, communicate and justify scientific ideas.</p> <p>Can confidently use a range of scientific vocabulary.</p> <p>Can use scientific ideas when describing simple processes. Can use the correct science vocabulary</p>
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<p>Conclusions</p>	<p>Discuss similarities and differences through play based opportunities.</p>	<p>Begin to talk about what they have found out and how they found it out through practical observations.</p> <p>To begin to say what happened in my investigation.</p> <p>Begin to say whether I was surprised at the results or not.</p>	<p>Talk about what they have found out and how they found it out.</p> <p>To say what happened in my investigation.</p> <p>To say whether I was surprised at the results or not.</p> <p>To say what I would change about my investigation.</p>	<p>Beginning to use results to draw simple conclusions, make new predictions and suggest improvements</p> <p>Am beginning to use scientific evidence to answer questions.</p> <p>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>Beginning to see a pattern in my results.</p> <p>Beginning to say how I could make it better.</p>	<p>Using results to draw simple conclusions, make predictions and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Can say how I could make it better.</p>	<p>Beginning to report and present findings from enquiries, in oral and written forms such as displays and other presentations.</p> <p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Begin to use test results to make predictions to set up further comparatives and fair tests.</p>	<p>Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Use test results to make predictions to set up further comparatives and fair tests.</p>
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