

	Phase 1 Year 1/2	Phase 2 Year 3/4	Phase 3 Year 5/6
Ideas	 Explore the world around them and raise their own simple questions Start to ask questions about the world around them Responds to suggestions with own ideas 	 Raise their own relevant questions about the world around them Should be given a range of scientific experiences including different types of science enquiries to answer questions Start to make their own decisions about the most appropriate type of 	 Use their science experiences to explore ideas and raise different kinds of questions Talk about how scientific ideas have developed over time Make links between concepts





	scientific enquiry they might use to answer question	

Phase 1 Year 1/2	Phase 2 Year 3/4	Phase 3 Year 5/6
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	•Experience different types of science	•Set up simple practical enquiries,	•Decide on an appropriate
Investigating	enquiries, including	comparative and	approach,
	practical activities	fair test	including using a
	•Begin to recognise	•Recognise when	fair test to answer a
	different ways in which	a simple fair test is	question.
	they might answer	necessary and	•Select suitable
	scientific questions	help to decide	equipment and
	•Carry out simple tests	how to set it up	information from
	•Follow instructions	•Talk about criteria	that provided.
	safely	for grouping,	 Select and use
	•Ask people questions	sorting and	methods that are
	and use simple	classifying; and use	adequate for the
	secondary sources to	simple keys	task.
	find answers	•Recognise when	•Use and develop
	•Use simple	and how	keys and other
	measurements and	secondary sources	information records









			•Recognise hazard symbols and make, and act on, simple suggestions to control obvious risks to themselves and others.
Observing	 With guidance, they should begin to notice patterns and relationships Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them 	 Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used 	•Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter





 (identifying and	•Begin to look for	graphs, bar and
	•	C .
 classifying) Observe closely using simple equipment with help, observe changes over time 	 begin to took tor naturally occurring patterns and relationships and decide what data to collect to identify them Take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers 	Ine graphs Make a series of observations and measurements and vary one factor while keeping others the same. Record observations, to support comparisons and measurements using tables and bar charts and begin to plot points
	appropriately	to form simple
		graphs.

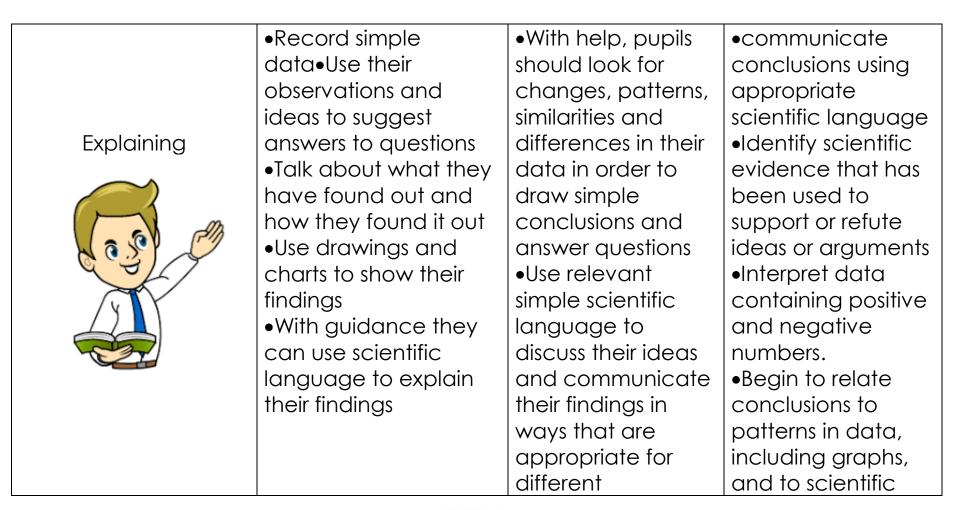




	•Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data	
Phase 1 Year 1/2	Phase 2 Year 3/4	Phase 3 Year 5/6











		audiences, including oral and written explanations, displays or presentations of results and conclusions	knowledge and understanding .•Analyse findings to draw scientific conclusions that are consistent with the evidence. •communicate these using scientific and mathematical conventions and terminology
Evaluating	•Say whether what happened was what the expected.	•With support, they should identify new questions arising from the data,	•Suggest improvements to work, giving reasons.





their work.

