

|                                                                                   | <b>Year 1<br/>Seasonal Changes</b> | <b>Year 1<br/>Animals, including<br/>humans 1 – All about<br/>me</b> | <b>Year 1<br/>Everyday Materials 1 –<br/>Exploring Everyday<br/>Materials</b> | <b>Year 1<br/>Everyday Materials 2 –<br/>Building Unit</b> | <b>Year 1<br/>Plants</b> | <b>Year 1<br/>Animals, including<br/>humans 2 – All about<br/>animals</b> |
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| Asking simple questions and recognise that they can be answered in different ways |                                    |                                                                      |                                                                               |                                                            |                          |                                                                           |
| Observe closely, using simple equipment                                           |                                    |                                                                      |                                                                               |                                                            |                          |                                                                           |
| Perform simple tests                                                              |                                    |                                                                      |                                                                               |                                                            |                          |                                                                           |
| Identify and classify                                                             |                                    |                                                                      |                                                                               |                                                            |                          |                                                                           |
| Using their observations and ideas to suggest answers to questions                |                                    |                                                                      |                                                                               |                                                            |                          |                                                                           |
| Gather and record data to help in answering questions                             |                                    |                                                                      |                                                                               |                                                            |                          |                                                                           |

|                                                                                   | <b>Year 2<br/>Uses of everyday<br/>materials</b> | <b>Year 2<br/>Living things and their<br/>habitats</b> | <b>Year 2<br/>Living things and their<br/>habitats – Habitats<br/>around the world</b> | <b>Year 2<br/>Animals, including<br/>humans 1 – Health and<br/>survival</b> | <b>Year 2<br/>Animals, including<br/>humans 2 – Life cycles</b> | <b>Year 2<br/>Plants</b> |
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| Asking simple questions and recognise that they can be answered in different ways |                                                  |                                                        |                                                                                        |                                                                             |                                                                 |                          |
| Observe closely, using simple equipment                                           |                                                  |                                                        |                                                                                        |                                                                             |                                                                 |                          |
| Perform simple tests                                                              |                                                  |                                                        |                                                                                        |                                                                             |                                                                 |                          |
| Identify and classify                                                             |                                                  |                                                        |                                                                                        |                                                                             |                                                                 |                          |
| Using their observations and ideas to suggest answers to questions                |                                                  |                                                        |                                                                                        |                                                                             |                                                                 |                          |
| Gather and record data to help in answering questions                             |                                                  |                                                        |                                                                                        |                                                                             |                                                                 |                          |

|                                                                                                                                                                                         | <b>Year 3<br/>Scientific<br/>Enquiry</b> | <b>Year 3<br/>Animals,<br/>including<br/>humans</b> | <b>Year 3<br/>Rocks</b> | <b>Year 3<br/>Forces and<br/>magnets</b> | <b>Year 3<br/>Plants</b> | <b>Year 3<br/>Light</b> |
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| Ask relevant questions and using different types of scientific enquiries to answer them                                                                                                 |                                          |                                                     |                         |                                          |                          |                         |
| Set up simple practical enquiries, comparative and fair tests                                                                                                                           |                                          |                                                     |                         |                                          |                          |                         |
| Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |                                          |                                                     |                         |                                          |                          |                         |
| Gather, record, classify and present data in a variety of ways to help in answering questions                                                                                           |                                          |                                                     |                         |                                          |                          |                         |
| Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables                                                                             |                                          |                                                     |                         |                                          |                          |                         |
| Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions                                                        |                                          |                                                     |                         |                                          |                          |                         |
| Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions                                                               |                                          |                                                     |                         |                                          |                          |                         |
| Identify differences, similarities or changes related to simple scientific ideas and processes                                                                                          |                                          |                                                     |                         |                                          |                          |                         |
| Use straightforward scientific evidence to answer questions or to support their findings                                                                                                |                                          |                                                     |                         |                                          |                          |                         |

|                                                                                                                                                                                         | <b>Year 4</b><br><b>Animals,</b><br><b>including</b><br><b>humans</b> | <b>Year 4</b><br><b>Living</b><br><b>things and</b><br><b>their</b><br><b>habitats</b> | <b>Year 4</b><br><b>Living things</b><br><b>and their</b><br><b>habitats -</b><br><b>Conversation</b> | <b>Year 4</b><br><b>States of</b><br><b>matter</b> | <b>Year 4</b><br><b>Sound</b> | <b>Year 4</b><br><b>Electricity</b> |
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| Ask relevant questions and using different types of scientific enquiries to answer them                                                                                                 |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Set up simple practical enquiries, comparative and fair tests                                                                                                                           |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Gather, record, classify and present data in a variety of ways to help in answering questions                                                                                           |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables                                                                             |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions                                                        |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions                                                               |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Identify differences, similarities or changes related to simple scientific ideas and processes                                                                                          |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |
| Use straightforward scientific evidence to answer questions or to support their findings                                                                                                |                                                                       |                                                                                        |                                                                                                       |                                                    |                               |                                     |

|                                                                                                                                                                                                                | <b>Year 5<br/>Forces</b> | <b>Year 5<br/>Properties of<br/>materials</b> | <b>Year 5<br/>Changes of<br/>materials</b> | <b>Year 5<br/>Animals, including<br/>humans</b> | <b>Year 5<br/>Earth and space</b> | <b>Year 5<br/>Living things and<br/>their habitats</b> |
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| Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                                                                              |                          |                                               |                                            |                                                 |                                   |                                                        |
| Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                                                                      |                          |                                               |                                            |                                                 |                                   |                                                        |
| Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs                                                        |                          |                                               |                                            |                                                 |                                   |                                                        |
| Use test results to make predictions to set up further comparative and fair tests                                                                                                                              |                          |                                               |                                            |                                                 |                                   |                                                        |
| 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 |                          |                                               |                                            |                                                 |                                   |                                                        |
| Identify scientific evidence that has been used to support or refute ideas or arguments                                                                                                                        |                          |                                               |                                            |                                                 |                                   |                                                        |

|                                                                                                                                                                                                                | <b>Year 6<br/>Electricity</b> | <b>Year 6<br/>Light</b> | <b>Year 6<br/>Animals, including<br/>humans</b> | <b>Year 6<br/>Living things and<br/>their habitats</b> | <b>Year 6<br/>Evolution and<br/>inheritance</b> | <b>Year 6<br/>Looking after the<br/>environment</b> |
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| Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                                                                              |                               |                         |                                                 |                                                        |                                                 |                                                     |
| Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                                                                      |                               |                         |                                                 |                                                        |                                                 |                                                     |
| Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs                                                        |                               |                         |                                                 |                                                        |                                                 |                                                     |
| Use test results to make predictions to set up further comparative and fair tests                                                                                                                              |                               |                         |                                                 |                                                        |                                                 |                                                     |
| 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 |                               |                         |                                                 |                                                        |                                                 |                                                     |
| Identify scientific evidence that has been used to support or refute ideas or arguments                                                                                                                        |                               |                         |                                                 |                                                        |                                                 |                                                     |