

Domain	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science Planning, communication and sources	DM - Maths Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	ELG - Understanding the World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Draw simple pictures	Describe their observations using some scientific vocabulary	Use pictures, writing, diagrams and tables as directed by their teacher	Record observations, comparisons and measurements using tables and bar charts	record observations systematically	Choose scales for graphs which show data and features effectively
			Talk about what they see and do	Use a range of simple texts to find information	Use simple texts, directed by the teacher, to find information	Begin to plot points to form a simple graph	Use appropriate scientific language and conventions to communicate quantitative and qualitative data	Identify measurements And observations which do not fit into the main pattern
			Use simple charts to communicate findings	Suggest how to find things out	Record their observations in written, pictorial and diagrammatic forms	Use graphs to point out and interpret patterns in their data	Select a range of appropriate sources of information including books, internet etc	Begin to explain anomalous data
			Identify key features	Identify key features	Select the appropriate format to record their observations	Select information from a range of sources provided for them		Use appropriate ways to communicate quantitative data using scientific language
			Ask questions	Ask questions				

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Science	Acquiring testing, obtaining and presenting evidence	<p>DM - Mathematics Compare sizes, weights etc. using gesture and language - 'bigger/little/s maller', 'high/low', 'tall', 'heavy'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Understanding the World Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>ELG - Understanding the World Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Test ideas suggested to them</p> <p>Say what they think will happen</p> <p>Use first hand experiences to answer questions</p> <p>Begin to compare some living things</p>	<p>Use simple equipment provided to aid observation</p> <p>Compare objects, living things or events</p> <p>Make observations relevant to their task</p> <p>Begin to recognise when a test or comparison is unfair</p> <p>Use first hand experiences to answer questions</p>	<p>Put forward own ideas about how to find the answers to questions</p> <p>Recognise the need to collect data to answer questions</p> <p>Carry out a fair test with support</p> <p>Recognise and explain why it is a fair test</p> <p>With help, pupils begin to realise that scientific ideas are based on evidence</p>	<p>With help, pupils begin to realise that scientific ideas are based on evidence</p> <p>Show in the way they perform their tasks how to vary one factor while keeping others the same</p> <p>Decide on an appropriate approach in their own investigations to answer questions</p> <p>Describe which factors they are varying and which will remain the</p>	<p>Use previous knowledge and experience combined with experimental evidence to provide scientific explanations</p> <p>Recognise the key factors to be considered in carrying out a fair test</p>	<p>Describe evidence for a scientific idea</p> <p>Use scientific knowledge to identify an approach for an investigation</p> <p>Explain how the interpretation leads to new ideas</p>

		Begin to understand the need to respect and care for the natural environment and all living things.				same and say why		
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Science Observing and recording	DM - Maths Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	ELG - Understanding the World Explore the natural world around them, making observations and drawing pictures of animals and plants;	Make observations using appropriate senses	Respond to questions asked by the teacher	Make relevant observations Measure using given equipment Aselect equipment from a limited range	Carry out measurement accurately	Make a series of observations, comparisons and measurements with increasing precision Select apparatus for a range of tasks Plan to use apparatus effectively Begin to make repeat observations and measurements systematically	Measure quantities with precision using fine - scale divisions Select and use information effectively Make enough measurements or observations for the required task
	Use informal language like 'pointy', 'spotty', 'blobs', etc.		Record observations	Ask questions collect and record data (supported by the teacher)		Measure using given equipment		
	DM - Understanding the world Explore and respond to different natural phenomena in their setting and on trips.		Communicate observations orally, in drawing, labelling, simple writing and using ICT	Suggest how they could collect data to answer questions Begin to select equipment from a limited range		Make a series of observations and measurements adequate for the task		
	Explore and talk about different forces they can feel.							

	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>							
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Science Considering evidence and evaluating	DM - Understanding the World Understand the effect of changing seasons on the natural world around them.	ELG - Understanding the World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Make simple comparisons and groupings	Say what has happened Say what their observations show and whether it was what they expected	Begin to offer explanations for what they see and communicate in a scientific way what they have found out Begin to identify patterns in recorded measurements Suggest improvements in their work evaluate their findings	Predict outcomes using previous experience and knowledge and compare with actual results Begin to relate their conclusions to scientific knowledge and understanding Suggest improvements in their work, giving reasons	Make predictions based on their scientific knowledge and understanding Draw conclusions that are consistent with the evidence Relate evidence to scientific knowledge and understanding Offer simple explanations for any differences in their results Make practical suggestions about how their working methods could be improved	Make reasoned suggestions on how to improve working methods Show how interpretation of evidence leads to new ideas Explain conclusions, showing understanding of scientific ideas
			Say what has happened Say whether what has happened was what they expected	Begin to draw simple conclusions and explain what they did Begin to suggest improvements in their work	Begin to relate their conclusions to scientific knowledge and understanding	Make reasoned suggestions on how to improve working methods Show how interpretation of evidence leads to new ideas Explain conclusions, showing understanding of scientific ideas		

