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| **EYFS** | **KS1** | **Lower KS2** | ***Upper KS2*** |
| Asking questions and recognising that they can be answered in different ways | | | |
| Show curiosity and ask questions | Asking simple questions and recognising that they can be answered in different ways | Asking relevant questions and using different types of scientific enquiries to answer them | *Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* |
| Making observations and taking measurements | | | |
| Make observations using their senses and simple equipment | Observing closely, using simple equipment | Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate |
| Engaging in practical enquiry to answer questions | | | |
| Use equipment to measure  Identify, sort and group. | Performing simple tests  Identifying and classifying | Setting up simple practical enquiries, comparative and fair tests | *Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* |
| Recording and presenting evidence | | | |
| Talk about what they are doing and have found out  Record their observations by drawing, taking photographs, using sorting rings or boxes and, in reception, on simple tick sheets | Gathering and recording data to help in answering questions | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |
| Answering questions and concluding | | | |
| Use their observations to help them to answer their questions  Make direct comparisons | Using their observations and ideas to suggest answers to questions | Using straightforward scientific evidence to answer questions or to support their findings  Identifying differences, similarities or changes related to simple scientific ideas and processes  *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions* | Identifying scientific evidence that has been used to support or refute ideas or arguments  Reporting and presenting 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 |
| Evaluating and raising further questions and predictions | | | |
|  |  | *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*  *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions* | *Reporting and presenting 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*  Using test results to make predictions to set up further comparative and fair tests |
| Communicating their findings | | | |
|  |  | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | *Reporting and presenting 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* |

NB - The National Curriculum statements in italics in these tables indicate that they feature more than once.