Working Scientifically Focus

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y1	**Seasonal changes** **Record:** Gather and record data to help in answering questions.		**Animals including Humans** **Interpret and report:** Identify and classify. **Evaluate:** Use their observations and ideas to suggest answers to questions.	**Materials** **Ask questions and plan an enquiry:** Ask simple Qs and recognise that they can be answered in different ways **Set up an enquiry:** Perform simple tests.	**Plants** **Observe and measure:** Observe closely, using simple equipment.	

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y2	**Animals including Humans** **Evaluate:** Use their observations and ideas to suggest answers to questions.		**Living things and habitats** **Record:** Gather and record data to help in answering questions. **Interpret and report:** Identify and classify.	**Plants** **Observe and measure:** Observe closely, using simple equipment.		**Materials** **Ask questions and plan an enquiry:** Ask simple Qs and recognise that they can be answered in different ways **Set up an enquiry:** Perform simple tests.

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y3	**Animals including Humans** **Ask questions and plan an enquiry:** Ask relevant questions and use different types of scientific enquiries to answer them.	**Forces and magnets** **Set up an enquiry:** Set up simple practical enquiries, comparative and fair tests.	**Light** **Record:** 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		**Rocks** **Evaluate:** Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.	**Plants** **Observe and measure:** Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers **Interpret and report:** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.

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Y4	**Animals including Humans** **Interpret and report:** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.		**Electricity** **Evaluate:** Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.	**States of matter** **Set up an enquiry:** Set up simple practical enquiries, comparative and fair tests. **Observe and measure:** Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	**Sound** **Ask questions and plan an enquiry:** Ask relevant questions and use different types of scientific enquiries to answer them.	**Living things** **Record:** 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

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Y5	**Forces** **Evaluate:** Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments.	**Earth and Space** **Record:** Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	**Materials** **Ask questions and plan an enquiry:** Plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary. **Set up an enquiry:** Use test results to make predictions to set up further comparative and fair tests.		**Animals including humans** **Observe and measure:** Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	**Living things and their habitats** **Interpret and report:** Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language.

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y6	**Living things and their habitats** **Record:** Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **Interpret and report:** Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language.	**Light** **Observe and measure:** Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	**Electricity** **Ask questions and plan an enquiry:** Plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.		**Animals including humans** **Set up an enquiry:** Use test results to make predictions to set up further comparative and fair tests.	**Evolution and inheritance** **Evaluate:** Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments.