

SCIENCE	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Upper KS2 (Y5 and Y6)		
<b>QUESTION</b>	Ask simple questions about immediate environment.		Ask questions and know some can be answered using scientific enquiry.		Identify scientific questions. ie can be investigated through scientific enquiry.		Raise scientific questions and hypothesis		
<b>SCIENTIFIC ENQUIRY</b>	<b>OBSERVE</b>	<b>Qualitative</b> Comment on immediate environment /experience.	<b>Qualitative</b> Talk about similarities and differences.	<b>Qualitative and Simple Quantitative</b> Observe change over time. Use Senses/ equipment.		<b>Qualitative and Quantitative</b> Systematic/ careful observations. Use bar charts, pictograms, tables.	<b>Qualitative and Quantitative</b> Accurate measurements. Use time graphs and other graphs.	<b>Qualitative and Quantitative</b> Accurate/ precise measurements, Diagrams, tables, bar and line graphs. Take repeat readings when appropriate. Scatter graphs.	
	<b>CLASSIFY and FIND PATTERNS</b>	<b>Talk and Sort</b> Use different groupings.		<b>Identify and Classify</b> e.g. familiar plants, animals, materials  Compare and contrast		<b>Classify and Find Patterns</b> Classify animals/ materials. Link two variables e.g. <i>the closer the magnet the bigger the force.</i>		<b>Classify and Find Patterns</b> Use simple classification keys. Link two variables e.g. <i>the more cells in a circuit, the brighter the bulb.</i>  Use complex classification keys. Identify causal relationships.	Develop classification keys. Identify evidence that supports/ refutes causal relationship.
	<b>CONTROL INVESTIGATIONS: comparative and fair testing</b>	Explore objects/ materials/ living things/ resources designed to model scientific processes.		<b>Simple comparative tests</b> e.g. <i>What is the best material for an umbrella?</i>		<b>Comparative and fair tests</b> <b>Predict.</b> Fair tests e.g. <i>How does distance affect magnet strength?</i>	<b>Predict.</b> Language of independent and control variable.	<b>Design own comparative and fair tests</b> Identify when and how to use tests. Recognise and control variables. Make predictions based on previous test results.	
	<b>RESEARCH</b>	Listen and respond to stories about scientific processes/ events/ objects.		<b>Find information</b> using given sources. e.g. <i>animals.</i>	<b>Select information</b> from a range of given sources.	<b>Research</b> using given sources. e.g. <i>research different food groups and how they keep us healthy</i>	<b>Select information</b> to support findings. e.g. <i>research animals</i>	<b>Explore relevant information by using a wide range of secondary sources.</b> Explore how scientific ideas have developed over time. Identify evidence that has been used to support or refute ideas.	
	<b>MODEL</b>	<b>Concrete</b> context  Interact with small world role play of natural environment	<b>Concrete</b> context.  Create drawings and models of their environment	<b>Concrete</b> context  Draw diagrams e.g. <i>parts of plants/ the body.</i>	<b>Explore and create</b> drawings and physical models e.g. <i>habitats.</i>	<b>Abstract</b> contexts e.g. processes and phenomena such as forces/ light. <b>Use</b> labelled diagrams and drawings and physical models.	<b>Abstract</b> contexts e.g. processes and phenomena such as sound/ electricity. <b>Create</b> labelled diagrams and drawings and physical models.	<b>Abstract</b> contexts.  <b>Evaluate</b> diagrams/ models e.g. states of matter; solar system.	<b>Abstract</b> contexts.  <b>Create</b> own versions of models. e.g. circulatory system; light.
	<b>CONCLUDE</b>	<b>Describe</b> what has happened or been observed.	<b>Explain</b> simple phenomena: How? Why?	<b>Describe</b> what has happened or been observed.	<b>Explain</b> why a simple observation occurred. <b>Evaluate</b> the effectiveness of observations.	<b>Explain an observation or an event in scientific terms.</b> Distinguish between what has been observed and why it happened. Begin to link evidence from secondary sources as well as primary. Suggest improvements.		<b>Evaluate original hypothesis against observed evidence and reach appropriate conclusions.</b> Identify causal relationships. Begin to identify how reliable the data is.	