

By the end of Early Years: - Children can make observations of animals and plants and explain why some things occur, and talk about changes.				
	Year 1	Year 2	Year 3	Year 4
Planning, communication and sources	<ul style="list-style-type: none"> • draw simple pictures • talk about what they see and do • use simple charts to communicate findings • identify key features • ask questions 	<ul style="list-style-type: none"> • describe their observations using some scientific vocabulary • use a range of simple texts to find information • suggest how to find things out • identify key features • ask questions 	<ul style="list-style-type: none"> • use pictures, writing, diagrams and tables as directed by their teacher • use simple texts, directed by the teacher, to find information • record their observations in written, pictorial and diagrammatic forms • select the appropriate format to record their observations 	<ul style="list-style-type: none"> • record observations, comparisons and measurements using tables and bar charts • begin to plot points to form a simple graph • use graphs to point out and interpret patterns in their data • select information from a range of sources provided for them
Enquiring, testing and obtaining and presenting evidence	<ul style="list-style-type: none"> • test ideas suggested to them • say what they think will happen • use first hand experiences to answer questions • begin to make simple comparisons 	<ul style="list-style-type: none"> • use a range of simple equipment provided to aid observation • compare objects, living things or events • make observations relevant to their task • begin to recognise when a test or comparison is unfair • use first hand experiences to answer questions 	<ul style="list-style-type: none"> • put forward their own ideas about how to find the answers to questions • recognise the need to collect data to answer questions • carry out a fair test with support • recognise and explain why it is a fair test • with help, pupils begin to realise that scientific ideas are based on evidence 	<ul style="list-style-type: none"> • with help, pupils begin to realise that scientific ideas are based on evidence • show in the way they perform their tasks how to vary one factor while keeping the others the same • decide on an appropriate approach in their own investigations to answer questions • describe which factors they are varying and which will remain the same and say why
Observing and recording	<ul style="list-style-type: none"> • make observations using appropriate senses • record observations • communicate observations orally, in drawing, labelling, simple writing and using ICT 	<ul style="list-style-type: none"> • respond to questions asked by the teacher • ask questions • collect and record data (supported by teacher) • suggest how they could collect data to answer questions • begin to select equipment from a limited range 	<ul style="list-style-type: none"> • make relevant observations • measure using given equipment • select equipment from a limited range 	<ul style="list-style-type: none"> • carry out measurement accurately • make a series of observations, comparisons and measurements • select and use suitable equipment • make a series of measurements adequate for the task
Considering evidence and evaluating	<ul style="list-style-type: none"> • make simple comparisons and groupings • say what has happened • say whether what happened was 	<ul style="list-style-type: none"> • say what has happened • say what their observations show and whether it was what they expected • begin to draw simple conclusions and 	<ul style="list-style-type: none"> • begin to offer explanations for what they see and communicate in a scientific way what they have found out 	<ul style="list-style-type: none"> • predict outcomes using previous experience and knowledge and compare with actual results • begin to relate their conclusions to

	what they expected	explain what they did. <ul style="list-style-type: none"> begin to suggest improvements in their work 	<ul style="list-style-type: none"> begin to identify patterns in recorded measurements suggest improvements in their work evaluate their findings 	scientific knowledge and understanding. <ul style="list-style-type: none"> Suggest improvements in their work, giving reasons.
Contexts	<p style="text-align: center;"><i>Year 1</i></p> <ul style="list-style-type: none"> Animals including humans inc. parts of the human body Everyday materials Seasonal changes Plants 	<p style="text-align: center;"><i>Year 2</i></p> <ul style="list-style-type: none"> Living things and their habitats Plants Animals including humans inc healthy living Uses of everyday materials 	<p style="text-align: center;"><i>Year 3</i></p> <ul style="list-style-type: none"> Rocks Forces and magnets Animals including humans inc skeleton and muscles Light Plants 	<p style="text-align: center;"><i>Year 4</i></p> <ul style="list-style-type: none"> Sound Electricity States of matter inc. water cycle Animals including humans inc. digestive system