



<i>Topic</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Plants</i>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Use simple equipment to observe closely.</p> <p>Identify and classify.</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Identify and classify.</p> <p>Gather and record data to help in answering questions</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Gather, record, classify and present data in a variety of ways to help with answering questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p>			
<i>Animals including humans</i>	<p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and</p>



	<p><i>Make observations.</i></p>	<p><i>Perform simple tests.</i></p> <p><i>Gather and record data to help in answering questions.</i></p>	<p><i>Set up simple practical enquiries, comparative and fair tests.</i></p>	<p><i>Set up simple practical enquiries, comparative and fair tests.</i></p> <p><i>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</i></p>	<p><i>controlling variables where necessary.</i></p> <p><i>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i></p> <p><i>Identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>	<p><i>controlling variables where necessary.</i></p> <p><i>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i></p> <p><i>Identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>
<p><i>Living things and their habitats</i></p>	<p><i>Identify and classify.</i></p>	<p><i>Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>Identify and classify.</i></p>	<p><i>Ask relevant questions and use different types of scientific enquiries to answer them.</i></p> <p><i>Gather, record, classify and present data in a variety of ways to help with answering</i></p>	<p><i>Ask relevant questions and use different types of scientific enquiries to answer them.</i></p> <p><i>Gather, record, classify and present data in a variety of ways to help with answering</i></p>	<p><i>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Identify scientific evidence that has been used to</i></p>	



			questions.	questions.  Use straightforward scientific evidence to answer questions or to support his/her findings.	support or refute ideas or arguments.	
<i>Materials</i>	<p><i>Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>Identify and classify.</i></p> <p><i>Perform simple tests.</i></p>	<p><i>Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>Identify and classify.</i></p> <p><i>Perform simple tests.</i></p> <p><i>Use his/her observations and ideas to suggest answers to questions.</i></p> <p><i>Gather and record data to help in answering questions.</i></p>				



<i>Rocks</i>			<p><i>Ask relevant questions and use different types of scientific enquiries to answer them.</i></p> <p><i>Set up simple practical enquiries, comparative and fair tests.</i></p> <p><i>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i></p>			
<i>Forces</i>			<p><i>Ask relevant questions and use different types of scientific enquiries to answer them.</i></p> <p><i>Set up simple practical enquiries, comparative and fair tests.</i></p> <p><i>Use</i></p>		<p><i>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Take measurements, using a range of</i></p>	



			<p><i>straightforward scientific evidence to answer questions or to support his/her findings.</i></p>		<p><i>scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i></p> <p><i>Report and present 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 .</i></p>	
<i>Light</i>			<p><i>Ask relevant questions and use different types of scientific enquiries to answer them.</i></p> <p><i>Set up simple practical enquiries, comparative and fair tests.</i></p>			<p><i>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Report and</i></p>



			<p><i>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i></p>			<p><i>present 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 .</i></p>
<p><i>States of Matter</i></p>				<p><i>Ask relevant questions and use different types of scientific enquiries to answer them.</i></p> <p><i>Set up simple practical enquiries, comparative and fair tests.</i></p> <p><i>Identify differences, similarities or changes related to simple scientific ideas and processes</i></p>	<p><i>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Report and present 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</i></p>	



					presentations .	
<i>Sounds</i>				<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>.</p>		
<i>Electricity</i>				Ask relevant questions and use different types of scientific		Plan different types of scientific enquiries to



				<p><i>enquiries to answer them.</i></p> <p><i>Set up simple practical enquiries, comparative and fair tests.</i></p> <p><i>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i></p>		<p><i>answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i></p>
<i>Space</i>					<p><i>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>	





<i>Evolution and inheritance</i>						<i>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i>  <i>Identify scientific evidence that has been used to support or refute ideas or arguments.</i>