

## PADSTOW SCHOOL PROGRESSION MAP SCIENCE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically		To use the following practical scientific methods, processes and skills (adult support may be needed)	To use the following practical scientific methods, processes and skills with increasing confidence	To use the following practical scientific methods, processes and skills.	To use the following practical scientific methods, processes and skills.	To use the following practical scientific methods, processes and skills.	To use the following practical scientific methods, processes and skills.
Questioning and enquiring Planning		Ask simple questions about the world around us. Begin to recognise that they can be answered in different ways (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding	Ask questions about the world around us. Recognise that they can be answered in different ways ( different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary	Ask some relevant questions and use different types of scientific enquiries to answer them.  Begin to explore everyday phenomena and the relationships between living things and familiar environments.  Begin to develop their ideas about functions, relationships and interactions.	Ask relevant questions and use different types of scientific enquiries to answer them.  Explore everyday phenomena and the relationships between living things and familiar environments.  Begin to develop their ideas about functions, relationships and interactions.  Raise their own questions about the world around them.	Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.  Begin to recognise some more abstract ideas and begin to	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.  Begin to recognise more abstract ideas and begin to recognise how these ideas help them to

	things out from	sources).	Begin to raise	Make some	recognise how	understand how the
	secondary	I can ask simple	their own	decisions about	these ideas help	world operates.
	sources).	questions	questions about	which types of	them to understand	
		about the world	the world around	enquiry will be the	how the world	Begin to recognise
	I can ask a few	around	them.	best way of	operates.	scientific ideas
	simple	US.		answering		change and
	questions	I can begin to	Begin to make	questions including	Begin to recognise	develop over time.
	about the	use different	some decisions	observing changes	scientific ideas	
	world around	types of	about which	over time, noticing	change and	Select the most
	US.	enquiry to	types of enquiry	patterns, grouping	develop over time.	appropriate ways to
		answer	will be the best	and classifying,	Begin to select the	answer science
	I can begin to	questions.	way of answering	carrying out simple	most appropriate	questions using
	use some		questions	comparative and	ways to answer	different types of
	different types	I can ask a few	including	fair tests, finding	science questions	scientific enquiry
	of enquiry to	simple questions	observing	things out using	using different types	(including observing
	answer	about the world	changes over	secondary sources.	of scientific enquiry	changes over
	questions.	around us.	time, noticing		(including observing	different periods of
			patterns,	I can ask relevant	changes over	time, noticing
		I can begin to	grouping and	questions about the	different periods of	patterns, grouping
		use some	classifying,	world around us.	time, noticing	and classifying,
		different types of	carrying out		patterns, grouping	carrying out
		enquiry to	simple	I can use different	and classifying,	comparative and
		answer	comparative and	types of scientific	carrying out	fair tests and finding
		questions.	fair tests, finding	enquiry to answer	comparative and	things out using a
			things out using	questions.	fair tests and finding	wide range of
			secondary		things out using a	secondary sources
			sources.	I am beginning to	wide range of	of information.)
				decide which type	secondary sources	
			I can ask simple	of enquiry is best to	of information.)	I can explore ideas
			questions about	answer my		and ask my own
			the world around	question.	I am beginning to	questions about
			US.		explore ideas and	scientific
					ask my own	phenomena.
			I can begin to		questions about	
			use different		scientific	I can plan different
			types of enquiry		phenomena.	types of scientific
			to answer			enquiry to answer
			questions.		I am beginning to	questions.
					plan different types	
					of scientific enquiry	I can decide which
					to answer questions.	variables to control.
					I am beginning to	
					decide which	
					variables to control.	

Observing and	Begin to	Observe closely,	Begin to make	Make systematic	Begin to take	Take measurements,
measuring	observe	using simple	systematic and	and careful	measurements,	using a range of
Pattern seeking	closely, using	equipment.	careful	observations and,	using a range of	scientific equipment,
i diletti seekilig	simple	счоритетт.	observations and,	where appropriate,	scientific	with increasing
	equipment.	Use observations	where	take accurate	equipment, with	accuracy and
	equipment.	and ideas to	appropriate, take	measurements	increasing	precision, taking
	ечоритет.	suggest answers	accurate	using standard	accuracy and	repeat readings
	Use simple	to questions.	measurements	units, using a range	precision, taking	where appropriate.
	observations	10 9003110113.	using standard	of equipment,	repeat readings	Wilete арргорнате.
	and ideas to	To observe	units, using a	including	where appropriate.	Identify patterns that
	suggest	changes over	range of	thermometers and		might be found in
	answers to	time and, with	equipment,	data loggers.	Begin to identify	the natural
	questions.	guidance, begin	including		patterns that might	environment.
		to notice	thermometers	Begin to look for	be found in the	
	To observe	patterns and	and data	naturally occurring	natural	Make their own
	simple changes	relationships.	loggers.	patterns and	environment.	decisions about
	over time and,			relationships and		what observations to
	with guidance,	To say what I am	Begin to look for	decide what data	Begin to make their	make, what
	begin to notice	looking for and	naturally	to collect to identify	own decisions	measurements to
	patterns and	what I am	occurring	them.	about what	use and how long to
	relationships.	measuring.	patterns and		observations to	make them for and
		<b>T</b> 1 1 1	relationships and	Help to make	make, what	whether to repeat
	To say what I	To know how to	decide what	decisions about	measurements to	them.
	am looking for	use simple	data to collect to	what observations	use and how long	
	and what I am	equipment	identify them.	to make, how long	to make them for	Choose the most
	measuring.	safely.	Llala ta manika	to make them for	and whether to	appropriate
	To know how to	Use simple	Help to make decisions about	and the type of simple equipment	repeat them.	equipment and explain how to use it
	use simple	measurements	what	that might be used.	Choose the most	accurately.
	equipment	and equipment	observations to	i indi migni be osed.	appropriate	accordiery.
	safely.	with increasing	make, how long	Learn to use new	equipment and	Can interpret data
	Safety.	independence	to make them for	equipment	explain how to use it	and find patterns.
	Use simple	(eg hand lenses	and the type of	appropriately (eg	accurately.	Select equipment on
	measurements	and egg timers)	simple	data loggers).	G. G. G. G. G. G. Y.	my own.
	and		equipment that		Begin to interpret	
	equipment	Begin to progress	might be used.	Can see a pattern	data and find	Can make a set of
	with support	from non-	3	in my results.	patterns. Select	observations and say
	(eg hand	standard units,	Learn to use	·	equipment on my	what the interval
	lenses and egg	reading mm,	some new	Can choose from a	own.	and range are.
	timers)	cm, m, ml, l, °C	equipment	selection of		
			appropriately (eg	equipment.	Can make a set of	Accurate and
	Begin to		data loggers).		observations and	precise
	progress from			Can observe and	say what the	measurements – N,
	non-standard		Begin to see a	measure	interval and range	g, kg, mm, cm, mins,
	units, reading		pattern in my	accurately using	are.	seconds, cm <sup>2</sup> V,
	cm, m, cl, l, °C		results.	standard units		km/h, m per sec, m/

I can begin to observe changes over time.  I can begin say what I am looking for and what I am measuring.	I can observe changes over time.  I can say what I am looking for and what I am measuring.	Begin to choose from a selection of equipment.  Begin to observe and measure accurately using standard units including time in minutes and seconds.	including time in minutes and seconds.  I can make systematic and careful observations.  I can decide what to observe and how long to collect observations.	Begin to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line  I can make accurate and precise	sec Graphs – pie, line, bar (Year 6).  I can make accurate and precise measurements.  I can decide what to observe, how long to observe for and whether to repeat them.
		I can make systematic and careful observations.  I can decide what to observe and how long to collect observations.  I can take accurate measurements using standard units eg. mm, cm, m, ml, l, °C, seconds, minutes,  I can decide which equipment to use and can use new equipment eg. data loggers.  I can look for patterns and relationships.	I can take accurate measurements using standard units eg. mm, cm, m, ml, I, °C, seconds, minutes,  I can decide which equipment to use and can use new equipment eg. data loggers.  I can look for patterns and relationships.	measurements.  I can decide what to observe, how long to observe for and whether to repeat them.  I can take accurate and precise measurements using standard units N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/sec.  I can select equipment on my own and can explain how to use it accurately.	I can take accurate and precise measurements using standard units N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/sec.  I can select equipment on my own and can explain how to use it accurately.

Investigating	The Natural	Perform simple	Perform simple	Set up some	Set up simple	Begin to use test	Use test results to
mvesngamig	World	tests with	tests.	simple practical	practical enquiries,	results to make	make predictions to
		support.	10313.	enquiries,	comparative and	predictions to set up	set up further
	Children at	3000011.	To discuss my	comparative and	fair tests.	further comparative	comparative and
	the expected	To begin to	ideas about how	fair tests.	1011 16313.	and fair tests.	fair tests.
	level of	discuss my ideas	to find things out.	TOIL 16313.	Recognise when a	aria idii lesis.	Tall 16313.
	development	about how to		Begin to	simple fair test is	Begin to recognise	Recognise when
	will: - Explore	find things out.	To say what	recognise when a	necessary and help	when and how to	and how to set up
	the natural	ilitia iriirigs oot.	happened in my	simple fair test is	to decide how to	set up comparative	comparative and
	world around	To begin to say	investigation.	necessary and	set it up.	and fair tests and	fair tests and explain
	them, making	what	investigation.	help to decide	serirop.	explain which	which variables
	observations		I can perform		Can think of more	variables need to	need to be
	and drawing	happened in	simple tests.	how to set it up.	than one variable	be controlled and	controlled and why.
	pictures of	my	simple lesis.	Posin to think of			Controlled and write.
	animals and	investigation.	I can discuss my	Begin to think of more than one	factor.	why.	Suggest
	plants; Know	Loan booin to	ideas.	variable factor.	Loan cot un simple	Pogin to suggest	Suggest improvements to my
	some	I can begin to perform simple	I can say what	valiable lactor.	I can set up simple practical enquiries.	Begin to suggest improvements to my	method and give
	similarities	tests.	happened in an	Loan set un seme	Including	method and give	reasons.
	and	16313.		I can set up some	comparative and	_	reasons.
	differences	Loon booin to	investigation.	simple practical		reasons.	Decide when it is
	between the	I can begin to		enquiries.	fair tests.	Donie to donido	Decide when it is
	natural world	discuss my		Including		Begin to decide	appropriate to do a
	around them	ideas.		comparative and	I can help decide	when it is	fair test.
	and	La analla a atia da		fair tests.	which variables to	appropriate to do a	La sus as bous some sus
	contrasting	I can begin to		Laura la actionation de la	keep the same and	fair test.	I can set up a range
	environments,	say what		I am beginning to	which to change.	1	of comparative and
	drawing on	happened in an		help decide		I can sometimes set	fair tests.
	their	investigation.		which variables to		up a range of	the analysis and also solidated
	experiences			keep the same		comparative and	I can explain which
	and what has			and which to		fair tests.	variables need to be
	been read in			change.			controlled and why.
	class; -					I am beginning to	La sus su
	Understand					explain which	I can suggest
	some					variables need to	improvements to my
	important					be controlled and	test, giving reasons.
	processes					why.	
	and changes					Laws Is a street as the	
	in the natural					I am beginning to	
	world around					suggest	
	them,					improvements to my	
	including the					test, giving reasons.	
	seasons and						
	changing						
	states of						
	matter.						

Recording and	Gather and	Gather and	Gather, record,	Gather, record,	Begin to record	Record data and
reporting	record data with	record data to	and begin to	classify and present	data and results of	results of increasing
findings	some adult	help in answering	classify and	data in a variety of	increasing	complexity using
lindings	support, to help	questions.	present data in a	ways to help in	complexity using	scientific diagrams
	in answering	quesiloris.	variety of ways to	answering	scientific diagrams	and labels,
	questions. Begin	Record simple	help in answering	questions.	and labels.	classification keys,
	to record simple	data.	questions.	questions.	classification keys,	tables and bar and
	data.	duid.	quesiloris.	Record findings	tables and bar and	line graphs.
	daid.	Record and	Begin to record	using simple	line graphs.	line graphs.
	Begin to record	communicate	findings using	scientific language,	line graphs.	Report and present
	and	their findings in a	simple scientific	drawings, labelled	Begin to report and	findings from
	communicate	range of ways.	language,	diagrams, keys, bar	present findings	enquiries.
	their findings in	Tunge or ways.	drawings, labelled	charts and tables.	from enquiries.	eriquires.
	range of ways.	Can show my	diagrams, keys,	criaris aria labies.	inom enquines.	Decide how to
	range or ways.	results in a table	bar charts and	Report on findings	Begin to decide	record data from a
	Can show my	that my teacher	tables.	from enquiries,	how to record data	choice of familiar
	results in a	has provided.	TUDIO3.	including oral and	from a choice of	approaches.
	simple table that	rias providea.	Begin to report on	written	familiar	арргоаспез.
	my teacher has	I can collect	findings from	explanations,	approaches. Begin	Can choose how
	provided.	simple data.	enquiries,	displays or	to choose how best	best to present data.
	piovided.	simple data.	including oral and	presentations of	to present data.	Desi lo present data.
	I can begin to	I can record data	written	results and	lo present data.	I can record data
	collect simple	in a table my	explanations,	conclusions.	I am beginning to	and results of
	data.	teacher has	displays or	CONCIOSIONS.	record data and	increasing
	dala.	provided.	presentations of	Use notes, simple	results of increasing	complexity using –
	I can begin to	provided.	results and	tables and standard	complexity using –	scientific diagrams
	record data in a	l can	conclusions.	units and help to	scientific diagrams	and labels
	table my	communicate my	COLICIOSIOLIS.	decide how to	and labels,	classification keys
	teacher has	findings in a	Begin to use	record and analyse	classification keys ,	tables bar graphs
	provided.	variety of ways.	notes, simple	their data.	tables ,bar graphs,	line graphs
	provided.	valicity of ways.	tables and	meii daia.	line graphs	inc graphs
	I can begin to		standard units	Can record results in		I can choose how
	communicate		and help to	tables and bar	I am beginning to	best to present data.
	my findings in a		decide how to	charts.	record data and	besi to present data.
	variety of ways		record and	CHAITS.	results of increasing	I can communicate
	valiety of ways		analyse their	I can collect data in	complexity using –	findings using
			data.	a variety of ways,	scientific diagrams	detailed scientific
			adia.	including labelled	and labels,	language.
			Begin to record	diagrams, bar	classification keys,	iangoago.
			results in tables	charts and tables.	tables ,bar graphs,	
			and bar charts.	Chang and lables.	line graphs	
			aria bar criaris.	I can help decide	mio grapiis	
			I am beginning to	how to record data.	I am beginning to	
			collect data in a	non lo locola dala.	choose how best to	
			variety of ways,		present data.	
			including labelled		prosoni dara.	
			including labelled			

	diagrams, bar charts and tables.  I am beginning to help decide how to record data.	I can communicate findings using simple scientific language	I am beginning to communicate findings using detailed scientific language.	
	I am beginning to communicate findings using simple scientific language.			

Identifying,	Identify and	Identify and	Begin to identify	Begin to identify	Begin to use and	Use and develop
grouping and	classify with	classify with some	differences,	differences,	develop keys and	keys and other
	some support.	support.	similarities or	similarities or	other information	information records
classifying	some suppon.	support.				
	To be sain to	To be onio to	changes related to simple scientific	changes related	records to identify,	to identify, classify
	To begin to	To begin to		to simple scientific	classify and describe	and describe living
	observe and	observe and	ideas and	ideas and	living things and	things and materials.
	identify,	identify, compare	processes.	processes.	materials.	
	compare and	and describe.				I can use keys and
	describe.		Begin to talk about	Begin to talk	I am beginning to use	other information
		To begin to use	criteria for	about criteria for	keys and other	records to classify
	To begin to use	simple features to	grouping, sorting	grouping, sorting	information records	and describe living
	simple features	compare objects,	and classifying	and classifying	to classify and	things, materials and
	to compare	materials and	and use simple	and use simple	describe living things,	other scientific
	objects,	living things and,	keys.	keys.	materials and other	phenomena.
	materials and	with help, decide			scientific	
	living things	how to sort and	Begin to compare	Begin to compare	phenomena.	I can develop my
	and, with help,	group them.	and group	and group		own keys and other
	decide how to		according to	according to	I am beginning to	information records
	sort and group	I can begin to	behaviour or	behaviour or	develop my own	to classify and
	them.	objects, materials	properties, based	properties, based	keys and other	describe.
		and living identify	on testing.	on testing.	information records	
	I can begin to	a variety of things.			to classify and	I can identify
	identify a		I am beginning to	I am beginning to	describe.	changes related to
	variety of	Identify and	talk about and	talk about and		scientific
	objects,	classify.	identify differences	identify	I am beginning to	phenomena.
	materials and		and similarities in	differences and	identify changes	
	living things.	Observe and	the properties or	similarities in the	related to scientific	
		identify, compare	behaviour of living	properties or	phenomena.	
	Identify and	and describe.	things, materials	behaviour of living		
	classify.		and other scientific	things, materials		
	,	Use simple	phenomena.	and other		
	Observe and	features to		scientific		
	identify,	compare objects,	Identify	phenomena.		
	compare and	materials and	differences,			
	describe.	living things and,	similarities or	Identify		
		with help, decide	changes related	differences,		
	Use simple	how to sort and	to simple scientific	similarities or		
	features to	group them.	ideas and	changes related		
	compare		processes.	to simple scientific		
	objects,	I can identify a		ideas and		
	materials and	variety of objects,	Talk about criteria	processes.		
	living things	materials and	for grouping,			
	and, with help,	living things.	sorting and	Talk about criteria		
	decide how to	3 .93.	classifying and use	for grouping,		
	sort and group		simple keys.	sorting and		
	them.			2 2 1 1 1 3 2 1 1 3		
	1	1	1	1	l .	

I can identify a variety of objects, materials and living things.  I can begin to compare, sort and group a range of objects, materials and living things.	group according to behaviour or properties, based on testing.  I can talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena  use simple use simple of comparting group of to behaviour of properties or and identify differences and similarities and other scientific phenomena	according aviour or ties, based ng.  alk about entify nces and ies in the ties or our of living materials ner iic	
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Research	To begin to use	Use simple	Begin to recognise	Begin to recognise	Begin to recognise	Recognise which
	simple	secondary	when and how	when and how	which secondary	secondary sources
	secondary	sources to find	secondary sources	secondary	sources will be most	will be most useful to
	sources to find	answers.	might help to	sources might	useful to research	research their ideas.
	answers.		answer questions	help to answer	their ideas.	
		Can find	that cannot be	questions that		I can recognise which
	To begin to find	information to	answered through	cannot be	I am beginning to	secondary source will
	information to	help me from	practical	answered through	recognise which	be most useful to my
	help me from	books and	investigations.	practical	secondary source will	research.
	books and	computers with		investigations.	be most useful to my	
	computers with	help.	I can begin to		research.	I can carry out
	help.		decide when	I can begin to		research
		I can find	research will help	decide when	I can begin to carry	independently.
	I can begin to	information to	in my enquiry.	research will help	out research	
	find information	help me from		in my enquiry.	independently	
	to help me from	books, computers	I am beginning to			
	books,	and other familiar	carry out simple	I can carry out		
	computers and	sources.	research on my	simple research		
	other familiar		own.	on my own.		
	sources					

	Destruction 1	Talle ale and the Control	I to associate and the state of	11.5	A see to a street of	December 1
Conclusions	Begin to talk	Talk about what	I am beginning to	Using results to	Am beginning to	Reporting and
	about what	they have found	use results to draw	draw simple	report and present	presenting findings
	they have	out and how they	simple conclusions	conclusions,	findings from	from enquiries ,
	found out and	found it out.	, make predictions	make predictions	enquiries , including	including
	how they found		for new values,	for new values,	conclusions, causal	conclusions, causal
	it out.	To say what	suggest	suggest	relationships and	relationships and
		happened in my	improvements	improvements	explanations of and	explanations of and
	To begin to say	investigation.	and raise further	and raise further	degree of trust in	degree of trust in
	what		questions.	questions.	results, in oral and	results, in oral and
	happened in	To say whether I			written forms such as	written forms such as
	my ·	was surprised at	Am beginning to	Use	displays and other	displays and other
	investigation.	the results or not.	use straightforward	straightforward scientific	presentations.	presentations.
	To begin to say	To say what I	scientific	evidence to	Begin to identify	Identify scientific
	whether I was	would change	evidence to	answer questions	scientific evidence	evidence that has
	surprised at the	about my	answer questions	or to support their	that has been used	been used to support
	results or not.	investigation.	or to support their	findings.	to support or refute	or refute ideas or
			findings.		ideas or arguments.	arguments.
	To begin to say	I can talk about		With help, look for		
	what I would	what I have found	With help, am	changes,	Begin to draw	Draw conclusions
	change about	out.	beginning to look	patterns,	conclusions based	based on their data
	my		for changes,	similarities and	on their data and	and observations,
	investigation.	I can explain how	patterns,	differences in	observations, use	use evidence to
		I carried out my	similarities and	their data in	evidence to justify	justify their ideas, use
	I can begin to	enquiry.	differences in their	order to draw	their ideas, use	scientific knowledge
	talk about		data in order to	simple	scientific knowledge	and understanding
	what I have	I can suggest	draw simple	conclusions and	and understanding	to explain their
	found out.	simple changes to	conclusions and	answer questions.	to explain their	findings.
		my enquiry.	answer questions.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	findings.	l., , , , , ,
	I can begin to		1	With support,		Use test results to
	explain how I		With support, am	identify new	Begin to use test	make predictions to
	carried out my		beginning to	questions arising	results to make	set up further
	enquiry.		identify new	from the data,	predictions to set up	comparatives and fair tests.
			questions arising	make new	further comparatives	Tair lesis.
	I can begin to		from the data,	predictions and	and fair tests.	Look for different
	suggest simple		make new	find ways of	Begin to look for	Look for different
	changes to my		predictions and	improving what		causal relationships
	enquiry.		find ways of	they have	different causal	in their data and
			improving what	already done.	relationships in their data and identify	identify evidence that refutes or
			they have already done.	Can see a	evidence that refutes	supports their ideas.
			done.	pattern in my	or supports their	supports their ideas.
			Am beginning to	1 .	ideas.	Use their results to
			Am beginning to see a pattern in	results. Can say what I found out,	iucus.	identify when further
					Use their results to	tests and
			my results. Am	linking cause and effect.	identify when further	10313 0110
			beginning to say	GIIGCI.	I definity when former	<u> </u>

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what I found out,		tests and	observations are
linking cause and	Can say how I	observations are	needed.
effect.	could make it	needed.	
Am beginning to	better.		Separate opinion
say how I could		Begin to separate	from fact.
make it better.	Can answer	opinion from fact.	
	questions from		Can draw
Am beginning to	what I have	Begin to draw	conclusions and
answer questions	found out.	conclusions and	identify scientific
from what I have		identify scientific	evidence.
found out.	I can draw simple	evidence.	
	conclusions		Can use simple
I am beginning to	based on the	Can use simple	models. Know which
draw simple	results of my	models. Know which	evidence proves a
conclusions based	enquiry.	evidence proves a	scientific point.
on the results of		scientific point.	- -
my enquiry.	I can answer my	·	Use test results to
	questions using	Begin to use test	make predictions to
I am beginning to	the results of my	results to make	set up further
answer my	enquiry.	predictions to set up	comparative and fair
questions using		further comparative	tests.
the results of my	I can use my	and fair tests.	. 66.6.
enquiry.	findings to make	Gira raii racia.	I can draw scientific,
0.190.171	new predictions,	I am beginning to	causal conclusions
I am beginning to	suggest	draw scientific,	using the results of an
use my findings to	improvements	causal conclusions	enquiry to justify my
make new	and think of new	using the results of an	ideas.
predictions,	questions.	enquiry to justify my	14043.
suggest	9003110113.	ideas.	I can explain my
improvements	I can begin to	14043.	conclusion using
and think of new	think of cause	I am beginning to	scientific knowledge
questions.	and effect in my	explain my	and understanding.
questions.	explanations.	conclusion using	and understanding.
I am beginning	explainations.	scientific knowledge	I can distinguish
sometimes to think		and understanding.	opinion and facts.
		and understanding.	opinion and facts.
of cause and		Lam baginning to	Logn use my findings
effect in my		I am beginning to	I can use my findings
explanations.		distinguish opinion	to make predictions
		and facts.	and set up further
			enquiries I can begin
		I am beginning to	to use abstract
		use my findings to	models to explain my
		make predictions	ideas.
		and set up further	
		enquiries.	

					I can begin to use abstract models to explain my ideas.	
Vocabulary	Use some simple scientific language.  Begin to use some science	Use simple scientific language and some science words.	Begin to use some scientific language to talk and, later, write about what they have found out.	Use some scientific language to talk and, later, write about what they have found out.	Am beginning to read, spell and pronounce scientific vocabulary correctly.	Read, spell and pronounce scientific vocabulary correctly  Use relevant scientific language
	words.  Use comparative language with	Use comparative language – bigger, faster etc	Begin to use relevant scientific language.	Use relevant scientific language.	Am beginning to use relevant scientific language and illustrations to discuss,	and illustrations to discuss, communicate and justify scientific ideas
	support.  I can begin to use simple	scientific language. I can describe	Begin to use comparative and superlative language.	Use comparative and superlative language	communicate and justify scientific ideas.	Can confidently use a range of scientific vocabulary.
lang I car desc see som long I car com	scientific language.  I can begin to describe what I	what I see. I can compare eg something is longer or shorter.	I am beginning to use some scientific language in my	I can use some scientific language in my work.	Am beginning to confidently use a range of scientific vocabulary.	Can use conventions such as trend, rogue result, support prediction and -er word generalisation.
	see eg something is long.		work.  I am beginning to describe my	I can describe my observations and my findings.	Am beginning to use conventions such as trend, rogue result, support prediction	Can use scientific ideas when describing simple
	I can begin to compare eg something is		observations and my findings.	I can use comparative and superlative	and -er word generalisation.	processes.  Can use the correct

I am beginning to

use comparative

and superlative

descriptions eg

longer / shorter

than, longest /

I can begin to

and effect.

describe cause

shortest.

longer or

shorter.

descriptions eg

longer / shorter

than, longest /

I can begin to

and effect.

describe cause

shortest.

Can use the correct science vocabulary

scientific ideas when

Am beginning to use the correct science

I am beginning to

vocabulary correctly.

read, spell and pronounce scientific

describing simple

processes.

vocabulary.

I can read, spell and pronounce scientific vocabulary correctly.

I can confidently use the correct scientific language when appropriate.

I can explain my ideas with scientific reasons.

			I am beginning to confidently use the correct scientific language when appropriate.	I can use scientific conventions eg trends, rogue result, support prediction.
			I am beginning to explain my ideas with scientific reasons.	
			I am beginning to use scientific conventions eg trends, rogue result, support prediction.	

Understanding  40-60 • Eats a healthy range of foodstuffs and understands need for varie in food • Shows some understandin that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Health and Se Care ELG Children know the important for good heal exercise, and healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal nee successfully, including dressing and aging to the	talk about how science helps us in our daily lives eg. torches and lights help us see when it is dark.  Am beginning to understand science can sometimes be dangerous.  I can say how science helps us in our daily lives.  Y ce I can say how science can be dangerous eg electricity can give you a shock.	Can talk about how science helps us in our daily lives eg. torches and lights help us see when it is dark.  Am beginning to understand science can sometimes be dangerous.  I can say how science helps us in our daily lives.  I can say how science can be dangerous eg electricity can give you a shock.	Begin to know which things in science have made our lives better.  Can begin to understand risk in science.  I am beginning to know which things in science have made our lives better eg computers in schools, hospitals etc  I can begin to understand risk in science	Knows which things in science have made our lives better.  Can understand there is some risk in science.  I know some things in science which have made our lives better eg computers in schools, hospitals etc  I understand there is some risk in science.	Am beginning to talk about how scientific ideas have changed over time.  Am beginning to explain the positive and negative effects of scientific development.  Am beginning to see how science is useful in everyday life.  Am beginning to say which parts of our lives rely on science.  I am beginning to see how science is useful in lots of different ways.  I am beginning to say which parts of our lives rely on science.  I am beginning to say which parts of our lives rely on science.  I am beginning to explain the positive and negative effects of scientific developments.	Can talk about how scientific ideas have changed over time.  Can explain the positive and negative effects of scientific development.  Can see how science is useful in everyday life.  Can say which parts of our lives rely on science.  I can see how science is useful in lots of different ways.  I can say which parts of our lives rely on science.  I can explain the positive and negative effects of scientific developments.
including	ly.					

Year 7			Year 7
For information			1 6 GI /
For information			Can interpret data from a variety of formats and recognise inconsistencies.
			Can give explanations for differences in repeated results.
			Can draw valid conclusions that use more than one piece of supporting evidence.
			I can evaluate my work and make suggestions for improvement.
			Can identify several variables and select the best one/s to investigate. Can say why equipment is appropriate to the task.
			Can make suggestions to control risk.
			Can decide which format is best to present data. Can use scientific conventions to explain abstract ideas.