

# Science Medium Term Plan

Intent In science at Wellington and Marlborough, we aim to establish a learning environment that encourages children to become naturally curious about the world around them. Children should start to question what they observe and to build up knowledge that will help them explain why. We want children to start to embrace their sense of wonder about natural phenomena and to guide them into becoming enguiry-based learners. As a result, we want our children to develop an understanding of the uses and implications of Science, how it has changed and shaped our lives and how vital it is to the world's future prosperity. Autumn 1 Autumn 2 Spring 1 Spring 2 Summer EYFS The Natural World The Natural World The Natural World Children play outside and explore the outdoor environment using · Children comment on what they have observed in the natural world (weather, We explore see • their senses, showing curiosity in the natural world around them seasons). Name the seasons and notice how Winter turns into Spring. Explore roots, stems, lea ice, frost and how it impacts on the world around us. We plant seeds through their play. • They can name and describe animals and plants from their known • We visit a farm and learn about animals from England and some from other Children can tal environment and experiences. countries. We learn the names of baby animals and what animals need to live, We explore inse • • Explore the seasonal changes, noticing elements of Autumn and grow and thrive. naming them and Winter in our environment. They draw animals and plants and discuss these, beginning to name parts of Our trip include • • plants and bodies. and describing t We explore how people can be helped by doctors and dentists and how we can We find out who ٠ • keep healthy ourselves. hotels and treat We observe as other life cycles We think carefu how we will chan We sort types o need to eat to g We learn and ex • humans healthy. We leave why k

1	Summer 2
ds and plants. We aves and flowers. and watch as the k about main part ects and other bu d simple body part s pond dipping, fi them. at bugs need to st t them with respe caterpillars grow s including frogs ully about how we nge as we grow in of foods into heal get energy and to colore how sleep,	e examine parts of plants, including bulbs, sy grow, talking about what we notice. 's of common plants. gs that we can find in our environment, ts. nding what lives in the water, examining tay alive and learn how to build bug ect. and develop into butterflies. We explore and people. have changed since we were babies and to adults. thy and treats, talking about why we grow. food, water, exercise and activities keep
the change in weat the change in weat tance of sun safe	ather from Spring to Summer and learn to for our bodies.
<u>15</u>	
gy, fish, amphibio dator, prey, food	ans, mammals, birds, reptiles, herbivore, chain, senses
me a variety of co and mammals	ommon animals including fish, amphibians,
me a variety of co omnivores	ommon animals that are carnivores,

pare the structure of a variety of common animals (fish, les, birds and mammals, including pets)

raw and label the basic parts of the human body and say body is associated with each sense

vations to compare and contrast animals at first hand or d photographs, describing how they identify and group

according to what they eat

s to compare different textures, sounds and smells. rvive?



# Science Medium Term Plan

	for lining a dog basket? for curtains?for a bookshelf?for a gymnast's leotard?' How can we describe materials?			<ul> <li>Garden plants such as roses, tulips, poppies, daffodils are planted intentionally.</li> <li>How do plants grow?</li> </ul>		
	Seasons to be taugh	t throughout the year to allow the child	dren to explore and answer guestions about	plants growing in their habitat. They should obs	erve the growth of flowers and vegetables	that they have planted.
Year 2	Habitats	<u> </u>	Animal, including humans	New Plants	Changing materials	Pushes and Pulls
	Organisms, growth, energy, fish, ampl	nibians, mammals, birds, reptiles,	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
	<ul> <li>herbivore, omnivore, carnivore, predator, prey, food chain, senses</li> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>		Maturity, reproduce, die, offspring, life	Flowering, reproduction, germinate,	Changed, physical force, absorb, crumbly, property, drag, suitable	Motion, pushing, pulling, slow down,
					strongest, flexible	
	<ul> <li>Identify that most living thin</li> </ul>	igs live in habitats to which they are	<ul> <li>Notice that animals, including</li> </ul>	Observe and describe how seeds		By the end of the year, children will
	suited and describe how diffe	erent habitats provide for the basic	humans, have offspring which	and bulbs grow into mature plants	<ul> <li>Identify and compare the</li> </ul>	understand:
	needs of different kinds of a	nimals and plants, and how they	grow into adults	<ul> <li>Find out and describe how plants</li> </ul>	suitability of a variety of	Objects can move (be in
	depend on each other		<ul> <li>Find out about and describe the</li> </ul>	need water, light and a suitable	everyday materials, including	Motion) in various ways-roll,
	<ul> <li>Identify and name a variety of</li> </ul>	of plants and animals in their habitats,	basic needs of animals, including	temperature to grow and stay	wood, metal, plastic, glass,	slide and bounce;
	including microhabitats		humans, for survival (water,	healthy	brick, rock, paper and	<ul> <li>The pushing or pulling of an abject can affect its matient</li> </ul>
	<ul> <li>Describe how animals obtain to animala using the idea of a si</li> </ul>	their food from plants and other	food and air)	<ul> <li>Observing and recording, with some accuracy, the growth of a variaty of</li> </ul>	cardboard for particular uses	Pushing or pulling can do three
	name different sources of fo	nd	• Describe the importance of humans of exercise eating the	plants as they change over time	<ul> <li>I had out now the shapes of solid objects made from some</li> </ul>	things, <b>slow down</b> , <b>speed up</b> or
	<ul> <li>Sorting and classifying things</li> </ul>	according to whether they are living.	right amounts of different	from a seed or bulb, or observing	materials can be changed by	change the direction of an
	dead or were never alive, and	recording their findings using charts.	types of food and hygiene	similar plants at different stages of	squashing, bending, twisting	object;
	<ul> <li>They should describe how the</li> </ul>	ey decided where to place things,	<ul> <li>Observing, through video or</li> </ul>	growth	and stretching	The larger the push/pull the
	exploring questions for exam	ple: 'Is a flame alive? Is a deciduous	first-hand observation and	<ul> <li>Setting up a comparative test to</li> </ul>	<ul> <li>Compare the uses of everyday</li> </ul>	bigger the effect on motion;
	tree dead in winter?' and talk	about ways of answering their	measurement, how different	show that plants need light and	materials in and around school	and Pushing and pulling objects can
	questions.		animals, including humans, grow	water to stay healthy.	with materials found in other	change their shape.
	<ul> <li>They could construct a simple orace cow human)</li> </ul>	e food chain that includes numans (e.g.	<ul> <li>Asking questions about what things animals need for survival</li> </ul>	How are new plants made?	places (at nome, the journey to	Why and how do objects move?
	<ul> <li>Describe the conditions in dif</li> </ul>	fferent habitats and micro-habitats	and what humans need to stay		rhymes and sonas)	
	(under log, on stony path, und	ler bushes) and find out how the	healthy		<ul> <li>Observing closely, identifying</li> </ul>	
	conditions affect the number	and type(s) of plants and animals	<ul> <li>Suggesting ways to find answers</li> </ul>		and classifying the uses of	
	that live there.		to their questions.		different materials and	
			<ul> <li>What is the life cycle of an</li> </ul>		recording their observations	
			animal?		How materials can change?	
Veer 2	Dealer and sails	Diante and animale (Ekolatone)	•	Farran and manuata	States of matter	Plants and animals plants (how that
year 5	Kocks and sons	Vacabulary:	Vocabulary:	Vocabulary:	Vocabulary:	make their food)
	Rock crystal mineral ore grains	Vertebrates invertebrates	Light source shiny transparent opaque	Magnet force attraction repulsion metal	State solid liquid gas gravity viscous	Vocabulary:
	fossil, sedimentary, igneous,	skeleton, exoskeleton, vital organs,	reflective, translucent.	non-contact force, pole.	heating, cooling, melting, boiling,	Carbon dioxide, oxygen, roots, soil,
	metamorphic, porosity, hardness,	support, mass, muscles, connect,			evaporate, freeze, condense.	leaves.
	soil, humus, silt.	contract.	<ul> <li>Know that you need light to see</li> </ul>			
			things and that dark is the absence	Notice that some forces need contact		Describe the main requirements of
	<ul> <li>Compare and group rocks based</li> </ul>		of light	between 2 objects but magnetics forces	Compare and group materials	plants for light and growth
	on appearance and simple	Explain the functions of skeletons	Notice that you need light to see	can act at a distance	together as solids, liquids and	Describe the functions of
	physical properties	and muscles in humans and animals	Things and that dark is an absence	• Know that magnets can attract or repel	gases	aitterent parts of flowering plants
	<ul> <li>Know that solids are made from rocks and organic matter</li> </ul>	How does the length of the bane	• Know how shadows and formed	each other and attract some materials	• Know mail some materials change	tall it grows before it gets loover?
	<ul> <li>Set up simple fair tests</li> </ul>	tell vou/ inform vou of how the	<ul> <li>Find patterns in the way shadows</li> </ul>	magnetic properties	cooled	Tan it yr ows before it yers reuves?
	<ul> <li>Collect and present data from</li> </ul>	animal moves?	change	<ul> <li>Describe magnets having north and</li> </ul>	Explain the main stages of the	How does the size of a seed affect how
	scientific experiments		Set up simple fair tests	south poles	water cycle	quickly it grows after germinating?
	Uses results from experiments	How does the length of the bone	Collect and present data from	Set up simple fair tests	• Know that temperature affects the	
	to draw simple conclusions	affect its bending strength?	scientific experiments	• Collect and present data from scientific	rate of evaporation	Comparison of results and feedback
		(Challenge - think about diameter)	<ul> <li>Present findings using tables, graphs and charts appropriately</li> </ul>	experiments	Set up simple fair test	



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H.H.

			<ul> <li>Take accurate measurements using a range of scientific apparatus</li> <li>Uses results from experiments to draw simple conclusions or suggest improvements</li> <li>Identify differences, similarities or changes linked to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence in support of ideas</li> <li>How do shadows change throughout the day?</li> <li>How does the number of sheets of tracing paper affect how transparent they are?</li> <li>Explore first how to measure transparency - science day.</li> </ul>	<ul> <li>Uses results from exsimple conclusions or improvements</li> <li>Present findings usin charts appropriately</li> <li>Take accurate measurange of scientific ap</li> <li>Identify differences changes linked to sim and processes</li> <li>Use straightforward in support of ideas</li> <li>How does the distance be affect the force between</li> <li>How does the material put affect their force of attention</li> </ul>	kperiments to draw suggest ag tables, graphs and urements using a pparatus s, similarities or aple scientific ideas l scientific evidence etween magnets n them? - Class led. ut between magnets raction? Child led	<ul> <li>Collect and press scientific exper</li> <li>Uses results from draw simple con improvements</li> <li>Take accurate real range of scient</li> <li>Present findings graphs and char</li> <li>Identify differs or changes linket scientific ideas</li> <li>Use straightfor evidence in supp</li> <li>How does the size of affect how quickly if How does the shape area) affect how quickly if the scientific how quickly quickly if the scientific how quickly quickly quickly if the scientific how quickly quick</li></ul>	sent data from timents om experiments to aclusions or suggest neasurements using tific apparatus s using tables, ts appropriately ences, similarities ed to simple and processes tward scientific bort of ideas f the ice block t melts? of ice (surface ickly ice melts?	
Year 4	<ul> <li>Electricity</li> <li>Vocabulary:</li> <li>Electricity, batteries, mains electricity, device, wires, circuit, conductor, insulator.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts</li> <li>Know that a lamp in a circuit can only be on if the switch is closed</li> <li>Know some common conductors and insulators, and know metals make good conductors</li> <li>Collect and present data from scientific experiments</li> <li>Uses results from experiments to draw simple conclusions or suggest improvements</li> </ul>	Plants and animals - Living things and their habitats         Vocabulary:         Classification, classification key, vertebrates, invertebrates, food chain, nutrients, organism, mammal, amphibian, insect, bird, environmental change.         • Use classification keys to identify plants or animals in their local or wider environment         • Know that environments can change and this sometimes can pose dangers to living things         • Construct and interpret a variety of food chains, identifying producers, predator and prey         Longitudinal         How does the season affect the population of wildlife in the school grounds?         • Minibeasts - Pondlife	<ul> <li>Plants and animals - Teeth and digestive system Vocabulary: Meat, dairy, protein, grains, root vegetable, carbohydrates, fat, insulation, fruits, minerals, vitamins, fibre, healthy, digestion.</li> <li>Describe the simple function of basic parts of the digestive system in humans</li> <li>Know the different types of teeth, and their functions, in humans</li> <li>Uses results from experiments to draw simple conclusions or suggest improvements</li> <li>Identify differences, similarities or changes linked to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence in support of ideas</li> </ul>	Plants and animals - Life         Vocabulary:         Pollination, seed, stamen,         germination.         • Describe the differe         a B         • Describe the life pro-         animals         • Describe changes of         Plan scientific invest	<u>e cycle</u> . stigma, ovaries, peta ences in life cycle of c ocess of reproduction humans as they grow igation	ils, dispersal, a M, an A, and I and in some plants and old	<ul> <li>Mixtures and separ Vocabulary: Substance, mixture,</li> <li>Compare and grap properties</li> <li>Give reasons, base evidence, for particle Now how a (Liq how this change</li> <li>Demonstrate the state are all reverses</li> <li>Explain how mix filtering, sieving</li> <li>Plan scientific in variables where</li> <li>Can use scientific measurement (r</li> <li>Record data usi graphs</li> <li>Identify different simple scientific</li> <li>Repeat conclusion from scientific</li> </ul>	nating them , dissolving, solution. oup every day materials based on their ased on comparative and fair test articular uses of everyday materials uid) solution can be created and describe e can be reversed mat dissolving, mixing and changes of versible changes ctures can be separated through g and evaporation investigation , including controlling e appropriate fic equipment to take accurate repeating when appropriate) ing diagrams, keys, tables and a range of ences, similarities or changes linked to c ideas and processes ons and explanations (written or oral) investigations
Year 5	<u>Fossils</u> Vocabulary: Million, billion, evolution, extinct, fossil, palaeontologist, organism, microorganism, bacteria, microscope.	<ul> <li><u>Making new substances</u></li> <li>Vocabulary:</li> <li>Matter, mass, react, irreversible</li> <li>Explain that some changes form new materials and that these changes are usually irreversible</li> </ul>	<u>Forces</u> Vocabulary: Water resistance, air resistance, friction, gears, pulley, lever	undulation, interlock,	Earth and Space Vocabulary: Solar system, plane galaxy, universe, as	ts, orbit, star, moon, ı teroid, comet, gravity	rotating, day, year, , mass.	<u>Sound</u> Vocabulary: Sound, pitch, volume, vibration, ear drum, frequency, amplitude.

ing, day, year, s.	<u>Sound</u> Vocabulary: Sound, pitch, volume, vibration, ear drum, frequency, amplitude.



### Science Medium Term Plan H.H.

	<ul> <li>Describe in simple terms how fossils are formed</li> </ul>	<ul> <li>Plan scientific investigation , including controlling variables where appropriate</li> <li>Can use scientific equipment to take accurate measurement (repeating when appropriate)</li> <li>Record data using diagrams, keys, tables and a range of graphs</li> <li>Identify differences, similarities or changes linked to simple scientific ideas and processes</li> <li>Repeat conclusions and explanations (written or oral) from scientific investigations</li> </ul>	<ul> <li>Identify effects of air resistance, water resistance and friction between moving surfaces</li> <li>Recognise that some of mechanisms (L, P &amp; G) allow a smaller force to have a greater effect</li> <li>Plan scientific investigation, including controlling variables where appropriate</li> <li>Can use scientific equipment to take accurate measurement (repeating when appropriate)</li> <li>How does the roughness of the surface affect friction?</li> <li>How does adding holes to a parachute affect the time it takes to fall?</li> <li>How does the weight affect the distance an object needs to be from the pivot to balance?</li> </ul>	<ul> <li>Describe the m relative to the :</li> <li>Describe the m earth</li> <li>Use an ideas of night and the ap</li> <li>Explain that gra towards the Ea</li> <li>Can use scientif measurement (r</li> <li>Record data usi graphs</li> <li>Repeat conclusi from scientific</li> </ul>	ovement of the earth, and other planets, sun ovement of the moon, relative to the the Earth's rotation to explain day and pparent movement of the sun avity causes unsupported objects to fall rth fic equipment to take accurate repeating when appropriate) ing diagrams, keys, tables and a range of fons and explanations (written or oral) investigations	<ul> <li>Recognise that vibrations from sound travel through the medium of the ear</li> <li>Can find patterns between the pitch of sound and the features of the objects that produce it</li> <li>Can find patterns between the volume of a sound and the features of the object that produced it</li> <li>Know that sounds get fainter as the distance from the sound increases</li> <li>Set up simple fair test</li> <li>Collect and present data from scientific experiments</li> <li>Uses results from experiments to draw simple conclusions or suggest improvements</li> <li>How successfully do different materials insulate sound?</li> </ul>
√ear 6	Light Vocabulary:	<u>Electricity</u> Vocabulary:	Evolution and inheritance Vocabulary:		All living things (Circulation) Vocabulary:	·
ļ	Shadow onaque transparent	Current voltage volts conductor	Evolution natural selection population variation competition adapt	ed offenning	Oxygen sugar(alucase) lungs muscles	inculation heart
ļ	the state of the stick numit	varietenes, vortage, vorts, conductor,	inheritance Charles Derwin Lemanels LIAC Decele	.a, or r spr mg,		
	<ul> <li>Recognise that light appears in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from a light source to our eyes or from a light source to objects and the to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</li> <li>Plan scientific investigation, including controlling variable where appropriate</li> <li>Taking measurement, using a range of scientific equipment, with increasing accuracy and precision</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> </ul>	<ul> <li>Associate the brightness of a lamp or the volume of a buzzer with the number of voltage of cells used in a circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of the buzzers and on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit</li> <li>Plan scientific investigation, including controlling variable where appropriate</li> <li>Taking measurement, using a range of scientific equipment, with increasing accuracy and precision</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Recording data and results of increasing complexity using scientific diagrams and tables,</li> </ul>	<ul> <li>Recognise that living things have changed over time and that fos information about living things that inhabited the Earth millions</li> <li>Recognise that living things produce offspring of the same kind, offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environ ways and that adaptation may lead to evolution</li> </ul>	sil provide of years ago but normally ment in different	<ul> <li>Describe how living things are classic common observable characteristics of including microorganisms, plants and</li> <li>Give reasons for classifying plants and characteristics</li> <li>Identify and name the main parts of explain the functions of the heart, b</li> <li>Recognise the impact of diet, exercibodies function</li> <li>Describe the ways in which nutrients animals, including humans</li> <li>Plan scientific investigation, includir How does the fat in your diet affect the</li> <li>How does the muscle exercised affect of the second se</li></ul>	fied into broad groups according to and based on similarities and differences, animals nd animals based on specific The human circulatory system, and blood vessels and blood se, drugs and lifestyle on the way their s and water are transported within ng controlling variable where appropriate a way your body functions? (Longitudinal) ur pulse rate?



Recording data and results of	classification keys, tables, and
increasing complexity using	bar and line graphs
scientific diagrams and tables,	<ul> <li>Identify differences,</li> </ul>
classification keys, tables, and	similarities or changes linked to
bar and line graphs	simple scientific ideas and
<ul> <li>Identify differences,</li> </ul>	processes
similarities or changes linked to	<ul> <li>Report conclusions and</li> </ul>
simple scientific ideas and	explanations (written or oral)
processes	from scientific investigations
<ul> <li>Report conclusions and</li> </ul>	How does the voltage affect the
explanations (written or oral)	brightness of a bulb?
from scientific investigations	
How does the material the light is	How does the component type
shining on affect the direction of	affect the battery life?
travel?	(longitudinal)
How does the distance between a	
light source and an object affect its	<ul> <li>How does the number of</li> </ul>
shadow2	devices in a circuit affect how
	long the battery lasts?
	iong the barrery lasts?
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Year 1 & Year 2

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment •
- Performing simple tests •
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Year 3	Year 4	Year 5	Year 6
Set up simple fair tests Verbally suggest ways to test the scientific question given and the type of investigation needed. Begin to verbally discuss what must change and what must remain the same in an investigation. Begin to discuss and understand why a simple fair test is needed.	Set up simple fair tests Develop their confidence in identifying and making some decisions about which type of investigation is most suited to answer a scientific question. Plan by discussing and recording the parts of an investigation that remain the same and those that change. Understand why and when a simple fair test is needed.	Plan scientific investigation , including controlling variables where appropriate Begin to use their previous experiences of the world around them to explore ideas and raise scientific questions. Begin to select and plan the most appropriate type of investigation. Begin to recognise and record when and how to set up comparative and fair tests. Begin to identify the variables that must change or remain the same by explaining why.	Plan sc where Confid them t Develo type o Develo set up Indepe remain the inv
Collect and present data from scientific experiments Begin to verbally discuss ways for grouping, sorting and classifying. Begin to discuss and record a simple key if necessary Begin to discuss verbally any observations that need to be made, how long to observe for and any equipment they may need for this. Begin to look for naturally occurring patterns and decide what data to collect to identify them.	Collect and present data from scientific experiments Develop their ability to verbally discuss ways for grouping, sorting and classifying. Develop their ability to discuss and record a simple key if necessary Develop their ability to discuss verbally any observations that need to be made, how long to observe for and any equipment they may need for this.	Can use scientific equipment to take accurate measurement (repeating when appropriate) Develop their independence in making decisions about what observations to make, what measurements to use, how long to make them for and whether they need repeating Develop their independence in choosing the most appropriate equipment and begin to explain how to use it accurately. Begins to question when repeated readings are necessary.	Taking with in Indepe make, and wh Indepe explain Uses a precise Unders
Uses results from experiments to draw simple conclusions or suggest improvements Begin to verbally draw simple conclusions from findings.	Uses results from experiments to draw simple conclusions or suggest improvements Verbally draw simple conclusions and record key ideas.	Record data using diagrams, keys, tables and a range of graphs	Using t compar

Objective – black Specific skills - blue Link to topic/ launches/events etc – red

- cientific investigation , including controlling variable appropriate
- dently use their previous experiences of the world around to explore ideas and raise scientific questions.
- op their ability to select and plan the most appropriate of investigation.
- op their ability to recognise and record when and how to comparative and fair tests.
- endently identify the variables that must change or the same by explaining why and how this would impact vestigation.
- measurement, using a range of scientific equipment, ncreasing accuracy and precision
- endently make decisions about what observations to what measurements to use, how long to make them for
- hether they need repeating
- endently choose the most appropriate equipment and n how to use it accurately.
- wide range of scientific equipment accurately and ely.
- stand when to take repeated readings
- test results to make predictions to set up further rative and fair tests



## Science Medium Term Plan

Are able to suggest basic improvements to their investigation. Begin to raise further questions based on results.	Can suggest improvements to their investigations including some predictions of results. Creates further scientific enquiry based on results.	Further develop their ability to develop and record keys and other forms of information to identify, classify and describe living things and materials. Begins to decide on how to record data from a choice of familiar approaches.	Use re might
Take accurate measurements using a range of scientific apparatus Develop their ability to take accurate measurements using standards units in a range of equipment. Develop their ability to make careful observations.	Take accurate measurements using a range of scientific apparatus Independently makes systematic and careful observations. Able to independently take accurate measurements using standard units on a range of relevant equipment.	Identify differences, similarities or changes linked to simple scientific ideas and processes Begin to look for different causal relationships in their data. Begin to identify patterns that might be found in the natural environment. Begin to use their scientific understanding to explore changes that occur in investigations.	Record scient bar an Secur identi- identi- enviro Secur of fan Uses o keys,
Present findings using tables, graphs and charts appropriately Begin to record findings using simple scientific language using drawings, labelled diagrams, keys, bar charts and tables	Present findings using tables, graphs and charts appropriately Records findings using simple scientific language using drawing, labelled diagrams, keys, bar charts and tables. Begins to make some decisions on appropriate ways to record findings. Classifies and presents data in a variety of ways to help answer scientific questions.	Repeat conclusions and explanations (written or oral) from scientific investigations Develop their ability to use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Identi scient Develo relatio Can id enviro Secur that o
Identify differences, similarities or changes linked to simple scientific ideas and processes Begin to use taught scientific knowledge to explain their results and findings.	Identify differences, similarities or changes linked to simple scientific ideas and processes Develops their ability to apply scientific knowledge taught to explain results and findings.		Repor scient Confic discus Repor they h
Use straightforward scientific evidence in support of ideas Begin to read and spell scientific vocabulary correctly Begin to draw simple conclusions and apply some simple scientific language to talk about what they have found out.	Use straightforward scientific evidence in support of ideas Confidently read and spell scientific vocabulary correctly Draw simple conclusions and apply some scientific language first to talk about and later write about what they have found out. Begins to find things out using secondary sources of information.		Identi ideas Can re resear Begins ideas. Begin Under

esults to identify when further test and observations be needed.

- rding data and results of increasing complexity using tific diagrams and tables, classification keys, tables, and nd line graphs
- rely record keys and other forms of information to ify, classify and describe living things and materials by ifying patterns that might be found in their natural comment.
- rely chooses appropriate way to record data from a choice miliar approaches.
- appropriate scientific diagrams and labels, classification tables and a variety of graphs to record results.
- ify differences, similarities or changes linked to simple tific ideas and processes
- op their independence to look for different causal onships in their data.
- lentify patterns that might be found in the natural pomment.
- rely use their scientific understanding to explore changes occur in investigations.
- rt conclusions and explanations (written or oral) from tific investigations
- dently use relevant scientific language and illustrations to ss, communicate and justify their scientific ideas.
- t findings from enquiries including the degree of trust hold in their results.
- ify scientific evidence that has been used to support
- ecognise when secondary sources will be most useful to rch their idea.
- s to separate opinion from fact when researching their

to identify evidence that refutes or supports their ideas, rstand how scientific ideas have developed over time.