

CAPTAIN WEBB PRIMARY SCHOOL
Science Curriculum – Key Knowledge and Skills

Working Scientifically Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PLAN						
Ask questions	I can ask simple questions.	I can ask simple questions and recognise that they can be answered in different ways.	I can ask questions and understand that there are different enquiry types I could use to answer them.	I can ask relevant questions and use different types of scientific enquiry to answer them.	I can ask scientific questions and begin to understand which questions would be best suited to each enquiry type.	I can ask relevant scientific questions and choose which enquiry type would be best suited to answer them.
Plan	I can verbally state what I am going to investigate.	I can make simple predictions based on a question. I can identify what I will change and keep the same.	I can make relevant predictions. I can identify what I will change, observe and keep the same. I can, with support, set up simple and practical enquiries.	I can make predictions based on simple scientific knowledge. I can identify what I will change, observe or measure and keep the same. I will set up simple practical enquiries, comparative and fair tests.	I can make predictions based on scientific knowledge. I can, with support, plan different types of scientific enquiry. I can, where appropriate, identify the dependent, independent and controlled variables.	I can make predictions based on scientific knowledge. I can plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.
DO						
Make observations	I can closely observe objects, materials and living things and describe what I see.	I can observe closely using simple equipment.	I can begin to use scientific equipment to make observations.	I can make systematic and careful observations.	I can use a range of scientific equipment to make systematic and careful observations.	I can use a range of scientific equipment to make systematic and careful observations with increased complexity, making my own decisions about which observations to make.

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Take measurements	I can carry out simple tests using non-standard measurements where appropriate.	I can perform simple tests using standard units when appropriate.	I can carry out tests and simple experiments and take measurements using standard units.	I can take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.	I can take accurate measurements using a range of scientific equipment, and start to take repeat readings when appropriate.	I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
Gather, record and classify data	I can gather and record simple data. I can sort objects and living things into groups based on simple properties.	I can gather and record data to help in answering questions. I can identify and classify.	I can gather and record data in different ways to help answer questions. I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	I can gather, record and classify data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	I can gather, record and classify data with increasing complexity to help in answering questions. I can record data using scientific diagrams and labels, classification keys, tables, bar and line graphs.	I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
REVIEW						
Present findings	I can explain what I found out to an adult or partner.	I can talk about what I have found out and how they found it out (non-statutory).	I can report on findings from enquiries, including oral and written explanations.	I can report of findings, from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	I can report and present findings from enquiries, including conclusions. I can begin to identify casual relationships in oral and written forms such as displays and other presentations.	I can report and present findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
Answer questions and make conclusions	I can answer simple questions.	I can use my observations and ideas to suggest	I can make simple conclusions.	I can use straight-forward scientific evidence to answer	I can use scientific evidence to answer questions.	I can use scientific evidence to answer questions.

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		answers to questions.	I can use results, findings or observations to answer questions.	questions or to support my findings. I can use results to draw simple conclusions. I can begin to identify differences, similarities or changes related to simple ideas or processes.	I can make conclusions based on scientific evidence and from their own testing and findings. I can identify differences, similarities or changes related to simple ideas or processes.	I can make conclusions based on scientific evidence and from their own testing and findings. I can identify scientific evidence that has been used to support or refute ideas or arguments.
Evaluate			I can suggest questions for further investigations.	I can begin to make predictions for new values, suggest improvements and raise further questions.	I can make predictions for new values, suggest improvements and raise further questions.	I can use test results to make predictions to set up further comparative and fair tests. I can suggest investigation improvements including accuracy of results. I can provide some simple examples of how to extend our investigations.