

## Twineham CofE School



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
Working	To use the	To use the	To use the following	To use the following	To use the following	To use the following
Scientifically	following	following	practical scientific	practical scientific	practical scientific	practical scientific
	practical	practical scientific	methods, processes and	methods, processes	methods, processes and	methods, processes and
	scientific	methods,	skills –	and skills –	skills –	skills –
	methods,	processes and				
	processes and	skills <b>with</b>				
	skills (adult	increasing				
	support may be	confidence -				
	needed) –					
Questioning	Ask simple	Ask <b>questions</b>	Ask some <b>relevant</b>	Ask <b>relevant</b>	Begin to plan different	Plan different types of
and enquiring	questions about	about the world	questions and use	questions and use	types of <b>scientific</b>	scientific enquiries to
Planning	the world	around us.	different <b>types of</b>	different <b>types of</b>	enquiries to answer	answer questions,
	around us.		scientific enquiries to	scientific enquiries to	questions, including	including recognising
			answer them.	answer them.	recognising and	and controlling variables
	Begin to	Recognise that			controlling variables	where necessary.
	recognise that	they can be	Begin to explore	Explore everyday	where necessary.	
	they can be	answered in	everyday phenomena	phenomena and the		
	answered in	different ways	and the relationships	relationships	Begin to explore and	Explore and talk about
	different ways	(different types of	between living things and	between living things	talk about ideas, ask	ideas, ask their own
	(diifferent types	enquiry including	familiar environments.	and familiar	their own questions	questions about scientific
	of enquiry	- observing		environments.	about scientific	phenomena, analyse
	including -	changes over	Begin to develop their		phenomena, analyse	functions, relationships
	observing	time, noticing	ideas about functions,	Begin to develop their	functions, relationships	and interactions more
	changes over	patterns,	relationships and	ideas about	and interactions more	systematically.
	time, noticing	grouping and	interactions.	functions,	systematically.	
	patterns,	classifying,		relationships and		Begin to recognise more
	grouping and	carrying out	Begin to raise their own	interactions.	Begin to recognise some	abstract ideas and begin
	classifying,	simple	questions about the		more abstract ideas and	to recognise how these
	carrying out	comparative	world around them.	Raise their own	begin to recognise how	ideas help them to
	simple	tests, finding		questions about the	these ideas help them	understand how the
	comparative	things out from	Begin to make some	world around them.	to understand how the	world operates.



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	tests, finding	secondary	decisions about which		world operates.	
	things out from	sources).	types of enquiry will be	Make some decisions	·	Begin to recognise
	secondary		the best way of	about which types of	Begin to recognise	scientific ideas change
	sources).		answering questions	enquiry will be the	scientific ideas change	and develop over time.
			including observing	best way of	and develop over time.	
			changes over time,	answering questions		Select the most
			noticing patterns,	including observing	Begin to select the most	appropriate ways to
Questioning			grouping and classifying,	changes over time,	appropriate ways to	answer science questions
and enquiring			carrying out simple	noticing patterns,	answer science	using different types of
Planning			comparative and fair	grouping and	questions using	scientific enquiry
I can			tests, finding things out	classifying, carrying	different types of	(including observing
statements			using secondary sources.	out simple	scientific enquiry	changes over different
				comparative and fair	(including observing	periods of time, noticing
				tests, finding things	changes over different	patterns, grouping and
				out using secondary	periods of time, noticing	classifying, carrying out
				sources.	patterns, grouping and classifying, carrying out	comparative and fair tests and finding things
					comparative and fair	out using a wide range of
					tests and finding things	secondary sources of
					out using a wide range	information.)
					of secondary sources of	,
		I can ask simple			information.)	
	I can ask a few	questions about		I can ask relevant	,	
	simple	the world around	I can ask some relevant	questions about the	I am beginning to	I can explore ideas and
	questions about	us.	questions about the	world around us.	explore ideas and ask	ask my own questions
	the world		world around us.		my own questions	about scientific
	around us.			I can use different	about scientific	phenomena.
		I can begin to use	I can use some different	types of scientific	phenomena.	
	I can begin to	different types of	types of scientific enquiry	enquiry to answer		I can plan different types
	use some	enquiry to	to answer questions.	questions.	I am beginning to plan	of scientific enquiry to
	different types	answer			different types of	answer questions.



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Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
(KS1 skills) of enquiry to answer questions.	(KS1 skills) questions.	(Lower KS2 skills)  I am beginning to decide which type of enquiry is best to answer my question.	(Lower KS2 skills)  I am beginning to decide which type of enquiry is best to answer my question.	(Upper KS2 skills) scientific enquiry to answer questions.  I am beginning to decide which variables to control.	(Upper KS2 skills)  I can decide which variables to control.



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
Observing and	Begin to	Observe closely,	Begin to make	Make systematic	Begin to take	Take measurements,
measuring	observe closely,	using simple	systematic and careful	and careful	measurements, using a	using a range of scientific
Pattern seeking	using simple	equipment.	observations and,	observations and,	range of scientific	equipment, with
	equipment.		where appropriate,	where appropriate,	equipment, with	increasing accuracy and
		Use <b>observations</b>	take accurate	take accurate	increasing accuracy and	precision, taking repeat
	Use simple	and ideas to	measurements using	measurements	precision, taking repeat	readings where
	observations	suggest answers	standard units, using a	using standard	readings where	appropriate.
	and ideas to	to questions.	range of equipment,	units, using a range	appropriate.	
	suggest answers		including	of equipment,		Identify patterns that
	to questions.	To observe	thermometers and	including	Begin to identify	might be found in the
		changes over	data loggers.	thermometers and	patterns that might be	natural environment.
	To observe	time and, with	Begin to look for	data loggers.	found in the natural	
	simple changes	guidance, begin	naturally occurring	Begin to look for	environment.	
	over time and,	to notice patterns	patterns and	naturally occurring		Make their own
	with guidance,	and relationships.	relationships and	patterns and	Begin to make their own	decisions about what
	begin to notice		decide what data to	relationships and	decisions about what	observations to make,
	patterns and		collect to identify	decide what data	observations to make,	what measurements to
	relationships.	To say what I am	them.	to collect to	what measurements to	use and how long to
		looking for and	Help to make decisions	identify them.	use and how long to	make them for and
	To say what I	what I am	about what	Help to make	make them for and	whether to repeat them.
	am looking for	measuring.	observations to make,	decisions about	whether to repeat	Choose the most
	and what I am	To know how to	how long to make	what observations	them. Choose the most	appropriate equipment
	measuring.	use simple	them for and the type	to make, how long	appropriate equipment	and explain how to use it
	To know how to	equipment safely.	of simple equipment	to make them for	and explain how to use	accurately.
	use simple		that might be used.	and the type of	it accurately.	
	equipment	Use simple	that implie be asea.	simple equipment	Dania ta intananat data	Can interpret data and
	safely.	measurements	Learn to use some new	that might be used.	Begin to interpret data	find patterns.
	llee simenle	and equipment	equipment		and find patterns.	Select equipment on my
	Use simple	with increasing	appropriately (eg data	Learn to use new	Select equipment on my	OWN.
	measurements	independence (eg	loggers).	equipment	Own.	Can make a set of
	and equipment	hand lenses and		appropriately (eg	Can make a set of	observations and say



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	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Observing and measuring Pattern seeking I can statements	with support (eg hand lenses and egg timers)  Begin to progress from non-standard units, reading cm, m, cl, l, °C	egg timers)  Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C	Begin to see a pattern in my results.  Begin to choose from a selection of equipment.  Begin to observe and measure accurately using standard units including time in minutes and seconds.	data loggers).  Can see a pattern in my results.  Can choose from a selection of equipment.  Can observe and measure accurately using standard units including time in minutes and seconds.	observations and say what the interval and range are.  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	what the interval and range are.  Accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²,V, km/h, m per sec, m/ sec Graphs – pie, line, bar (Year 6)
	I can begin to observe changes over time.  I can begin to say what I am looking for and what I am measuring.  I can measure with non-standard units	I can observe changes over time.  I can say what I am looking for and what I am measuring.  I can measure with nonstandard units and can begin to use simple	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,	I can make systematic and careful observations.  I can decide what to observe and how long to collect observations.  I can take accurate measurements	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 take accurate and precise measurements	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 take accurate and precise measurements using standard units N,



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
and can begin to use simple standard units eg, cm, m, ml, l,  I can use some simple equipment eg hand lenses, egg timers.  I am beginning to notice patterns.	standard units eg, mm, cm, m, ml, l, ºC  I can use simple equipment eg hand lenses, egg timers.  I am beginning to notice patterns.	seconds, minutes,  I can decide which equipment to use and can use new equipment eg. data loggers.  I can look for patterns and relationships.	using standard units eg. mm, cm, m, ml, l, ºC, seconds, minutes,  I can decide which equipment to use and can use new equipment eg. data loggers.  I can look for patterns and relationships	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.	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.



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	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Investigating	Perform simple	Perform simple	Set up some simple	Set up simple	Begin to use test results	Use test results to make
	tests with	tests.	practical enquiries, comparative and fair	practical enquiries, comparative and fair	to make predictions to set up further	predictions to set up further comparative and
	support.	To discuss my	tests.	tests.	comparative and fair	fair tests.
	To begin to	ideas about how			tests.	
	discuss my ideas	to find things out.	Begin to recognise when	Recognise when a		Recognise when and how
	about how to	Talaassiihad	a simple fair test is	simple fair test is	Begin to recognise when	to set up comparative
	find things out.  To begin to say	To say what happened in my	necessary and help to decide how to set it up.	necessary and help to decide how to set it	and how to set up comparative and fair	and fair tests and explain which variables need to
	what happened	investigation.	decide now to set it up.	up.	tests and explain which	be controlled and why.
	in my		Begin to think of more		variables need to be	
	investigation.		than one variable factor.	Can think of more	controlled and why.	Suggest improvements
				than one variable		to my method and give
				factor.	Begin to suggest	reasons.



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
I can statements		I can perform	I can set up some simple		improvements to my method and give reasons. Begin to decide when it is appropriate to do a fair test.	Decide when it is appropriate to do a fair test.
	I can begin to perform simple tests.  I can begin to discuss my ideas.  I can begin to say what happened in an investigation.	I can discuss my ideas.  I can say what happened in an investigation.	practical enquiries. Including comparative and fair tests.  I am beginning to help decide which variables to keep the same and which to change.	I can set up simple practical enquiries. Including comparative and fair tests.  I can help decide which variables to keep the same and which to change.	I can sometimes set up a range of comparative and fair tests.  I am beginning to explain which variables need to be controlled and why.  I am beginning to suggest improvements to my test, giving reasons.	I can set up a range of comparative and fair tests.  I can explain which variables need to be controlled and why.  I can suggest improvements to my test, giving reasons.



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	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Recording and	Gather and					Record data and results
reporting	record data with	Gather and	Gather, record, and	Gather, record,	Begin to record data	of increasing complexity
findings	some adult	record data to	begin to classify and	classify and present	and results of	using scientific diagrams
	support, to help	help in answering	present data in a variety	data in a variety of	increasing complexity	and labels, classification
	in answering	questions.	of ways to help in	ways to help in	using scientific	keys, tables and bar and
	questions.		answering questions.	answering questions.	diagrams and labels, classification keys,	line graphs.
	Begin to record	Record simple	Begin to record findings	Record findings using	tables and bar and	
	simple data.	data.	using simple scientific	simple scientific	line graphs.	Report and present
			language, drawings,	language, drawings,	Dogin to report and	findings from enquiries.
	Begin to record	Record and	labelled diagrams, keys,	labelled diagrams,	Begin to report and present findings from	
	and	communicate	bar charts and tables.	keys, bar charts and	enquiries.	
	communicate	their findings in a		tables.	enquiries.	Decide how to record
	their findings in	range of ways.	Begin to report on		Begin to decide how	data from a choice of
	a range of ways.		findings from enquiries,	Report on findings	to record data from a	familiar approaches.
	Com also according	Can show my	including oral and	from enquiries,	choice of familiar	Co
	Can show my results in a	results in a table	written explanations,	including oral and	approaches.	Can choose how best to
	simple table	that my teacher has provided.	displays or presentations of results and	written explanations, displays or	Dogin to shoose how	present data.
	that my teacher	nas provided.	conclusions.	presentations of	Begin to choose how best to present data.	
	has provided.		COTICIUSIOTIS.	results and	best to present uala.	
l can	ilas provided.		Begin to use notes,	conclusions.		
statements			simple tables and			
			standard units and help	Use notes, simple		
			to decide how to record	tables and standard		



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
	I can begin to collect simple data.  I can begin to record data in a table my teacher has provided.  I can begin to communicate my findings in a variety of ways.	I can collect simple data.  I can record data in a table my teacher has provided.  I can communicate my findings in a variety of ways.	and analyse their data.  Begin to record results in tables and bar charts.  I am beginning to collect data in a variety of ways, including labelled diagrams, bar charts and tables.  I am beginning to help decide how to record data.  I am beginning to communicate findings using simple scientific language.	units and help to decide how to record and analyse their data.  Can record results in tables and bar charts.  I can collect data in a variety of ways, including labelled diagrams, bar charts and tables.  I can help decide how to record data.  I can communicate findings using simple scientific language	I am beginning to record data and results of increasing complexity using — scientific diagrams and labels, classification keys, tables, bar graphs, line graphs I am beginning to choose how best to present data. I am beginning to communicate findings using detailed scientific language.	I can record data and results of increasing complexity using — scientific diagrams and labels classification keys tables bar graphs line graphs I can choose how best to present data. I can communicate findings using detailed scientific language.
Identifying, grouping and classifying	Identify and classify with some support.  To begin to	Identify and classify.  Observe and	Begin to identify differences, similarities or changes related to simple scientific ideas	Identify differences, similarities or changes related to	Begin to use and develop keys and other information records to identify, classify and describe living things	Use and develop keys and other information records to identify, classify and describe living things and



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
	observe and	identify, compare	and processes.	simple scientific ideas	and materials.	materials.
	identify,	and describe.		and processes.		
	compare and		Begin to talk about			
	describe.		criteria for grouping,	Talk about criteria for		
		Use simple	sorting and classifying	grouping, sorting and		
	To begin to use	features to	and use simple keys.	classifying and use		
	simple features	compare objects,		simple keys.		
	to compare	materials and	Begin to compare and			
I can	objects,	living things and,	group according to	Compare and group		
statements	materials and	with help, decide	behaviour or properties,	according to		
	living things	how to sort and	based on testing.	behaviour or		
	and, with help,	group them.		properties, based on		
	decide how to			testing.		
	sort and group				I am beginning to use	I can use keys and other
	them.		I am beginning to talk	I can talk about and	keys and other	information records to
		I can identify a	about and identify	identify differences	information records to	classify and describe
		variety of objects,	differences and	and similarities in the	classify and describe	living things, materials
	I can begin to	materials and	similarities in the	properties or	living things, materials	and other scientific
	identify a	living things.	properties or behaviour	behaviour of living	and other scientific	phenomena.
	variety of		of living things, materials	things, materials and	phenomena.	
	objects,	I can compare,	and other scientific	other scientific		I can develop my own
	materials and	sort and group a	phenomena.	phenomena.	I am beginning to	keys and other
	living things.	range of objects,			develop my own keys	information records to
		materials and	I am beginning to identify	I can identify simple	and other information	classify and describe.
	I can begin to	living things	simple changes related	changes related to	records to classify and	
	compare, sort		to simple scientific	simple scientific	describe.	I can identify changes
	and group a		phenomena.	phenomena.		related to scientific
	range of objects,				I am beginning to	phenomena.
	materials and		I am beginning to discuss	I can discuss criteria	identify changes related	
	living things.		criteria for grouping and	for grouping and	to scientific	
			sorting and can classify	sorting and can	phenomena.	



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	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
			using simple keys.	classify using simple keys.		
Research  I can statements	To begin to use simple secondary sources to find answers.  To begin to find information to help me from books and computers with	Use simple secondary sources to find answers.  Can find information to help me from books and computers with help.	Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.	Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.	Begin to recognise which secondary sources will be most useful to research their ideas.	Recognise which secondary sources will be most useful to research their ideas.
	I can begin to find information to help me from	I can find information to help me from	I can begin to decide when research will help in my enquiry.	I can begin to decide when research will help in my enquiry.	I am beginning to recognise which secondary source will be most useful to my	I can recognise which secondary source will be most useful to my research.



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
	books,	books, computers	I am beginning to	I can carry out simple	research.	I can carry out research
	computers and	and other familiar	carry out simple	research on my own.		independently.
	other familiar	sources.	research on my own.		I can begin to carry out	
	sources.				research independently.	
Conclusions	Begin to talk	Talk about what	I am beginning to use	Using results to draw	Am beginning to report	Reporting and presenting
	about what they	they have found	results to draw simple	simple conclusions,	and present findings	findings from enquiries ,
	have found out	out and how they	conclusions, make	make predictions for	from enquiries ,	including conclusions,
	and how they	found it out.	predictions for new	new values, suggest	including conclusions,	causal relationships and
	found it out.		values, suggest	improvements and	causal relationships and	explanations of and
		To say what	improvements and raise	raise further	explanations of and	degree of trust in results,



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	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
	To begin to say	happened in my	further questions.	questions.	degree of trust in	in oral and written forms
	what happened	investigation.			results, in oral and	such as displays and
	in my	To say whether I	Am beginning to use	Use straightforward	written forms such as	other presentations.
	investigation.	was surprised at	straightforward scientific	scientific evidence to	displays and other	
	To begin to say	the results or not.	evidence to answer	answer questions or	presentations.	Identify scientific
	whether I was	To say what I	questions or to support	to support their		evidence that has been
	surprised at the	would change	their findings.	findings.	Begin to identify	used to support or refute
	results or not.	about my			scientific evidence that	ideas or arguments.
	To begin to say	investigation.	With help, am beginning	With help, look for	has been used to	
	what I would		to look for changes,	changes, patterns,	support or refute ideas	Draw conclusions based
	change about		patterns, similarities and	similarities and	or arguments.	on their data and
	my		differences in their data	differences in their		observations, use
	investigation.		in order to draw simple	data in order to draw	Begin to draw	evidence to justify their
			conclusions and answer	simple conclusions	conclusions based on	ideas, use scientific
			questions. With support,	and answer	their data and	knowledge and
			am beginning to identify	questions. With	observations, use	understanding to explain
			new questions arising	support, identify new	evidence to justify their	their findings.
			from the data, make new	questions arising	ideas, use scientific	
			predictions and find ways	from the data, make	knowledge and	Use test results to make
			of improving what they	new predictions and	understanding to	predictions to set up
			have already done.	find ways of	explain their findings.	further comparatives and
				improving what they		fair tests.
			Am beginning to see a	have already done.	Begin to use test results	
			pattern in my results.		to make predictions to	Look for different causal
			Am beginning to say	Can see a pattern in	set up further	relationships in their
			what I found out, linking	my results.	comparatives and fair	data and identify
			cause and effect.	Can say what I found	tests.	evidence that refutes or
Conclusions				out, linking cause		supports their ideas.
I can			Am beginning to say how	and effect.	Begin to look for	Use their results to
statements			I could make it better.		different causal	identify when further
			Am beginning to answer	Can say how I could	relationships in their	tests and observations



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(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
		questions from what I	make it better.	data and identify	are needed.
		have found out.		evidence that refutes or	
			Can answer questions	supports their ideas.	Separate opinion from
			from what I have	Use their results to	fact.
			found out.	identify when further	
				tests and observations	Can draw conclusions
				are needed.	and identify scientific
					evidence.
	I can talk about			Begin to separate	Can use simple <b>models.</b>
I can begin to	what I have found			opinion from fact.	Know which evidence
talk about what	out.				proves a scientific point.
I have found				Begin to draw	
out.	I can explain how	I am beginning to draw		conclusions and identify	Use test results to make
	I carried out my	simple conclusions		scientific evidence.	predictions to set up
I can begin to	enquiry.	based on the results of	I can draw simple	Can use simple models.	further comparative and
explain how I		my enquiry.	conclusions based on		fair tests.
carried out my	I can suggest		the results of my	Know which evidence	I can draw scientific,
enquiry.	simple changes to	I am beginning to answer	enquiry.	proves a scientific point.	causal conclusions
	my enquiry.	my questions using the		Begin to use test results	using the results of an
I can begin to		results of my enquiry.	I can answer my	to make predictions to	enquiry to justify my
suggest simple			questions using the	set up further	ideas
changes to my		I am beginning to use my	results of my enquiry.	comparative and fair	
enquiry.		findings to make new	6. 1.	tests.	I can explain my
		predictions, suggest	I can use my findings		conclusion using
		improvements and think	to make new		scientific knowledge and
		of new questions.	predictions, suggest		understanding.
		Laur hastantes	improvements and		The annual text and the least of
		I am beginning	think of new	The section of the state	I can distinguish opinion
		(sometimes) to think of	questions.	I am beginning to draw	and facts.
		cause and effect in my	The state of the state of	scientific, causal	Lanca and Carles a
		explanations.	I can begin to think of	conclusions using the	I can use my findings to



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Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
	,	,	cause and effect in my explanations.	results of an enquiry to justify my ideas	make predictions and set up further enquiries
				I am beginning to explain my conclusion using scientific knowledge and understanding.	I can begin to use abstract models to explain my ideas.
				I am beginning to distinguish opinion and facts.	
				I am beginning to use my findings to make predictions and set up further enquiries.	
				I can begin to use abstract models to explain my ideas.	



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	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Vocabulary	Use some	Use simple	Begin to use some	Use some scientific	Beginning to read, spell	Read, spell and
	simple scientific	scientific	scientific language to talk	language to talk and,	and pronounce scientific	pronounce scientific
	language	language and some science	and, later, write about	later, write about	vocabulary correctly.	vocabulary correctly.
	Begin to use	words.	what they have found out.	what they have found out.	Am beginning to use relevant scientific	Use relevant scientific
	some science	words.	out.	out.	language and	language. And
	words.		Begin to use relevant	Use relevant scientific	illustrations to discuss,	illustrations to discuss,
		Use comparative	scientific language.	language.	communicate and	communicate and justify
	Use	language –			justify scientific ideas.	scientific ideas.
	comparative	bigger, faster etc	Begin to use comparative	Use comparative and		
	language with		and superlative language.	superlative language	Am beginning to	Can as a field with a second
	support.				confidently use a range of scientific vocabulary.	Can confidently use a range of scientific
					or scientific vocabulary.	vocabulary.
					Am beginning to use	vocabalary.
					conventions such as	Can use conventions
					trend, rogue result,	such as trend, rogue



## **Twineham CofE School**



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
					support prediction and	result, support prediction
I can					-er word generalisation.	and -er word
statements						generalisation.
					Am beginning to use	
					scientific ideas when	
					describing simple	Can use scientific ideas
					processes. Am	when describing simple
					beginning t0 use the	processes. Can use the
		I can use simple	I am beginning to use	I can use some	correct science	correct science
	I can begin to	scientific	some scientific language	scientific language in	vocabulary	vocabulary
	use simple	language.	in my work.	my work.		
	scientific	the state of the state of	Landard de la	The state of the state of	the section of the desired	I can read, spell and
	language.	I can describe	I am beginning to	I can describe my	I am beginning to read,	pronounce scientific
	Lean basin to	what I see.	describe my observations	observations and my findings	spell and pronounce scientific vocabulary	vocabulary correctly.
	I can begin to describe what I	I can compare eg	and my findings	illiuligs	correctly.	I can confidently use the
	see eg	something is	I am beginning to use	I can use comparative	correctly.	correct scientific
	something is	longer or shorter.	comparative and	and superlative	I am beginning to	language when
	long.	longer or shorter.	superlative descriptions	descriptions eg longer	confidently use the	appropriate.
	10118.		eg longer / shorter than,	/ shorter than,	correct scientific	appropriate:
	I can begin to		longest / shortest.	longest / shortest.	language when	I can explain my ideas
	compare eg		0000, 00000	0227, 2 2 2 2 2 2	appropriate.	with scientific reasons.
	something is		I can begin to describe			
	longer or		cause and effect.	I can begin to	I am beginning to	I can use scientific
	shorter.			describe cause and	explain my ideas with	conventions eg trends,
				effect.	scientific reasons.	rogue result, support
						prediction.
					I am beginning to use	
					scientific conventions eg	
					trends, rogue result,	
					support prediction.	



# Twineham CofE School



	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Understanding	Can begin to talk about how science helps us in our daily lives	Can talk about how science helps us in our daily lives eg.	Begin to know which things in science have made our lives better.	Knows which things in science have made our lives better.	Am beginning to talk about how scientific ideas have changed over time.	Can talk about how scientific ideas have changed over time.
	eg. torches and lights help us see hen it is dark.	torches and lights help us see hen it is dark.	Can begin to understand risk in science.	Can understand there is some risk in science.	Am beginning to explain the positive and negative effects of scientific development.	Can explain the positive and negative effects of scientific development.
l can	Am beginning to understand	Am beginning to understand science can			Am beginning to see how science is useful in everyday life.	Can see how science is useful in everyday life. Can say which parts of
statements	science can sometimes be	sometimes be dangerous.	I am beginning to know		Am beginning to say which parts of our lives	our lives rely on science.
	dangerous.	Lagrage have	which things in science have made our lives	I know some things in science which have	rely on science.	I can see how science is useful in lots of different
	I can say how science helps us in our daily lives.	I can say how science helps us in our daily lives.	better eg computers in schools, hospitals etc	made our lives better eg computers in schools, hospitals etc	I am beginning to see how science is useful in	ways.  I can say which parts of
	I can say how	I can say how	I can begin to understand risk in science	I understand there is	lots of different ways.	our lives rely on science.
	science can be dangerous eg electricity can	science can be dangerous eg electricity can		some risk in science	I am beginning to say which parts of our lives rely on science.	I can explain the positive and negative effects of scientific developments
	give you a shock.	give you a shock.			I am beginning to explain the positive and negative effects of scientific developments.	



### Twineham CofE School



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(KS1 skills)	(KS1 skills)	(Lower KS2 skills)	(Lower KS2 skills)	(Upper KS2 skills)	(Upper KS2 skills)
Year 7 -for information	Year 7 Can interpret data inconsistencies.  Can give explanate Can draw valid consupporting evider I can evaluate my improvement.  Can identify sever investigate.  Can say why equi	a from a variety of forcions for differences inclusions that use name.	in repeated results.  nore than one piece of egestions for ect the best one/s to e to the task.	Can use scientific converse Know the difference be Understand that people Can say how science af Understands that science Can use more than one Can explain scientific in	entions to explain abstract etween scientific evidence e have different ideas about the can be used in a positive estep to describe a process deas in a clear and detailed and weaknesses in science	and opinion.  ut science.  in different ways.  e and ways.  s.