

	EYFS	KS1	Lower KS2	Upper KS2
Plan	<ul style="list-style-type: none"> <input type="checkbox"/> choose the resources they need for their chosen activities and say when they do or don't need help 	<ul style="list-style-type: none"> <input type="checkbox"/> ask simple questions and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions and using different types of scientific enquiries to answer them <input type="checkbox"/> set up simple practical enquiries, comparative and fair tests 	<ul style="list-style-type: none"> <input type="checkbox"/> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Do	<ul style="list-style-type: none"> <input type="checkbox"/> know about similarities and differences in relation to places, objects, materials and living things <input type="checkbox"/> make observations of animals and plants <input type="checkbox"/> explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <input type="checkbox"/> select and use technology for particular purposes 	<ul style="list-style-type: none"> <input type="checkbox"/> observe closely, using simple equipment <input type="checkbox"/> perform simple tests <input type="checkbox"/> identify and classify 	<ul style="list-style-type: none"> <input type="checkbox"/> make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers 	<ul style="list-style-type: none"> <input type="checkbox"/> take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Record	<ul style="list-style-type: none"> <input type="checkbox"/> represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	<ul style="list-style-type: none"> <input type="checkbox"/> gather and record data to help in answering questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> gather, record, classify and present data in a variety of ways to help in answering questions <input type="checkbox"/> record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> <input type="checkbox"/> record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Review	<ul style="list-style-type: none"> <input type="checkbox"/> talk about the features of their own immediate environment and how environments might vary from one another <input type="checkbox"/> explain why some things occur and talk about changes 	<ul style="list-style-type: none"> <input type="checkbox"/> use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> <input type="checkbox"/> report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <input type="checkbox"/> use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <input type="checkbox"/> identify differences, similarities or changes related to simple scientific ideas and processes <input type="checkbox"/> use straightforward scientific evidence to answer questions or to support their findings 	<ul style="list-style-type: none"> <input type="checkbox"/> use test results to make predictions to set up further comparative and fair tests <input type="checkbox"/> report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <input type="checkbox"/> identify scientific evidence that has been used to support or refute ideas or arguments