

I can ...	Year 1/2	Year 3/4	Year 5/6			
Planning and carrying out investigations	I can ask questions. I can ask questions and recognise that they can be answered in different ways.	I can use my observations to suggest answers to questions.	I can ask relevant questions and use different types of scientific enquiry to answer them.	I can make systematic and careful observations and where appropriate measure using standard units .	I can plan different types of scientific enquiry to answer a question,including recognising and controlling variables.	I can identify scientific evidence that has been used to support or refine ideas or arguments, variables.
	I can make observations. I can recognise and name. I can recognise hazards and make suggestions to learn safely	I can observe using simple equipment. I can carry out a simple investigation. I can work with others to investigate ideas.	I can set up simple practical enquires,comparative and fair tests. I can identify hazards and make suggestions on how to reduce the risk so I can learn more safely	I can use a range of equipment. I can predict. I can give everyday reasons for my predictions I can predict the order of results	I can use test results to make predictions to set up further comparative next steps I can identify hazards and the risk to myself and others. I can make suggestions on what to do to control and reduce the risk to learn more safely	I am able to report how I controlled variables.
Recording and presenting data	I can identify and classify.	I can use simple keys. I can present my results in different ways(words,pictures,two column tables,Venn diagrams,pictograms)	I can gather,record,classify and present data in a variety of ways to help answer a question.(words,pictures,charts,tables bar charts,Venn diagrams , graphs)	I can use the results I have found out to draw conclusions.	I can take measurements using a range of scientific equipment with increasing accuracy. I can take repeated measurements and explain why this is necessary.	I can use test results to make predictions and to set up further comparative fair tests.
	I can sort.	I can sort and group. I can suggest how to communicate my science work	I can report on findings from an enquiry, including oral and written explanations, displays or presentations of results and conclusions. I can chose what to present and how how to communicate to different audiences	I can record findings using simple scientific language, drawings,labelled diagrams, key bar chart and tables.	I can report and present findings from enquiries including conclusions,controlled relationships and explanation and degree of trust in a result. I can present reasoned explanations in a variety of ways to appropriate audiences	I can record data and results of increasing complexity using labelled scientific diagrams, tables classification keys, scattergraphs bar and line graph.
Drawing conclusions	I can suggest the answer to a question by making observations.	I can use results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions.	I can use straight forward scientific evidence to answer questions to support my findings.	I can identify differences, similarities or changes related to simple scientific ideas and processes.	I can use scientific knowledge and understanding to explain findings.	I can identify anomalies. I can use qualative and quantative data.

	I can understand that these questions can be answered in different ways.	I can compare I can use science words to talk about and describe my observations	I can link cause and effect. I can use the evidence from my own and other peoples investigations to support what I have found out. I can evaluate investigations and suggest improvements I can use scientific language to discuss, describe and communicate my ideas I can give reasons why my results might be different to others I can suggest how to make a test more fair	I can generalise. I can use knowledge and understanding. I can tell you what is different, what has stayed the same and what has changed in an investigation. I can suggest ways to improve how I find out and use information	I can describe causes. I can use word equations, I can suggest how to make measurements more precise, to make tests more fair, to use better criteria to sort.	I can discuss previous investigations that I have carried out that will support or dispute ideas.
Implications of scientific development	I can identify people that use science to help us I can identify things and jobs that use science	I can identify how science may or may not be useful I can name a Scientist and their work	I can give ideas of how scientific ideas are used	I can identify aspects of scientific ideas in different jobs I can name a Scientist and discuss the importance of their work.	I can explain the consequences of scientific and technological developments	I can identify the social and economic impact of scientific developments on different people I can name a scientist and discuss the importance of their work.
	Talk Draw Chart Use science words	Suggest Find Describe Observe Know	Observe Respond Recognise Record Identify Use scientific language to communicate ideas	Use Tables Recognise Record Compare	Predict Evaluate Use relevant scientific language in discussing, describing and explaining ideas	Apply idea in unfamiliar contexts. Use abstract ideas. Use models.