



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking scientific questions	Ask questions about the world around them	Identify questions to investigate from a scenario or choosing from a range provided	With support, ask simple questions related to a topic	Ask questions related to a topic	Ask questions, which are testable, related to a topic	Ask a range of questions, and with support, identify the relevant type of enquiry	Ask questions and identify the relevant type of enquiry
Plan an enquiry		Use equipment provided and as guided to observe/measure in order to answer a question	Use equipment provided to observe/measure to answer a question, with increasing independence	With support, decide what to measure/observe	Decide what, and how, to measure and observe	With support, recognise and control variables where necessary	Recognise and control variables
Observing closely	Make observations based on obvious features/ changes	Making comparisons and observations based on obvious features (e.g. size, shape, colour)	Making comparisons and observations linked to answering a question	Making comparisons and observations on more sophisticated features	Making relevant comparisons and observations on more sophisticated features and presenting these in labelled diagrams	Making relevant comparisons and observations on sophisticated features and presenting these in labelled diagrams	Making relevant comparisons and observations on sophisticated features and presenting these in labelled diagrams
Taking measurements	Make measurements using non-standard units	Beginning to use standard units, where measurements are marked on a scale	Making all measurements using standard units	Measure using standard units, where not all numbers are marked on a scale	Measure using standard units, where not all numbers are marked on a scale Use data loggers to collect data	Measure using standard units, including decimals Use data loggers to collect data	Measure using standard units, including decimals Use data loggers to collect data
Gathering/ recording results	Sorting objects into groups Recording a tally	Record data in simple, prepared tables pictorially or by taking	Record data in simple, prepared tables	With support, preparing own tables to record data	Preparing own tables to record data	Prepare own tables to record data, including columns for	Prepare own tables to record data, including columns for



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		photographs				repeat findings	repeat findings
Presenting results		Present what they have learnt using pictures/ gathered evidence to support	Present what they have learnt verbally	With support, present data in bar charts	Preparing own bar charts to present data	With support, present data in line graphs	Prepare own line graphs Choose an appropriate way to present results
Interpreting results	Discuss findings orally	With support, able to answer questions in simple sentences	Answer questions in simple sentences, using observations/ measurements to support	Answer a question using simple scientific language	Answer a question using simple scientific language and refer directly to evidence and findings	With support, be able to answer questions describing: causal relationships, changes over time and patterns	Be able to answer questions describing: causal relationships, changes over time and patterns
Drawing conclusions				With support, provide oral and written explanations for their findings	Provide written explanations for their findings	Provide written explanations for their findings	Provide written explanations for their findings
Making predictions		With support, make oral and written predictions	With support, make oral and written predictions	With support, use results to make predictions about a further result	Use results to make predictions about a further result	Use results to make predictions about possible further investigations	Use results to make predictions about possible further investigations
Evaluating an enquiry				With support, suggest limitations and improvements of an investigation	Suggest limitations and improvements of an investigation	With support, explain the degree of trust in their results	Explain the degree of trust in their results