

Subject: Year 1  
Concept: Working Scientifically

Previously, I have learnt... → In Year 1, I am learning... → In the future, I will learn... → My future...

To ask simple questions about the things I see and experience

To ask simple questions about the world around me.

How to ask relevant questions and formulate new questions based on findings

How to make general observations about the world around me

To observe closely, using simple equipment.

How to make accurate measurements using the correct units and a range of equipment

How to use trial and error to find answers

To perform simple tests.

How to set up practical enquires and comparative and fair tests.

To group things according to simple properties

To identify and classify.

How to gather, record, classify and present data and identify differences, changes and similarities related to ideas and processes

To use what I see to answer simple questions I am asked

To use my observations and ideas to suggest answers to questions

How to draw simple conclusions, suggest simple improvements and predictions

- Scientist
- Doctor
- Dentist
- Archaeologist
- Engineer
- Chemist
- Teacher
- Biochemist
- Astronaut
- Anthropologist
- Environmentalist
- Naturalist
- Wildlife documentary presenter

group  
sort  
question  
answer  
watch



pattern  
record  
observe  
identify  
classify  
data  
compare  
measure  
investigate



predict  
aim  
purpose  
method  
apparatus  
reliable  
analyse  
fair test  
relationship  
trend  
conclusion

Subject: Year 2  
Concept: Working Scientifically

Previously, I have learnt... → In Year 2, I am learning... → In the future, I will learn... → My future...

To ask simple questions about the things I see and experience

To ask simple questions about the world around me.

How to ask relevant questions and formulate new questions based on findings

How to make general observations about the world around me

To observe closely, using simple equipment.

How to make accurate measurements using the correct units and a range of equipment

How to use trial and error to find answers

To perform simple tests.

How to set up practical enquires and comparative and fair tests.

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To identify and classify.

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trend  
conclusion

Subject: Year 3  
Concept: Working Scientifically

Previously, I have learnt... → In Year 3, I am learning... → In the future, I will learn... → My future...

To ask simple questions about the world around me.

How to ask relevant questions and formulate new questions based on findings

How to formulate questions to plan enquiries, recognising and controlling variables

To observe closely, using simple equipment.

How to make accurate measurements using the correct units and a range of equipment

To take measurements, using a range of scientific equipment, with increasing accuracy and precision

To perform simple tests.

How to set up practical enquires and comparative and fair tests.

How to use test results to make predictions to set up further comparative and fair tests.

To identify and classify.

How to gather, record, classify and present data and identify differences, changes and similarities related to ideas and processes

How to record findings from enquiries and data including causal relationships and conclusions

To use my observations and ideas to suggest answers to questions

How to draw simple conclusions, suggest simple improvements and predictions

How to draw conclusions to inform further enquiries and support or refute ideas or arguments.

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pattern  
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predict  
aim  
purpose  
method  
apparatus  
reliable  
analyse  
fair test  
relationship  
trend  
conclusion



control variable  
independent variable  
dependent variable  
relationship  
trend  
conclusion  
evaluation  
analyse

Subject: Year 4  
Concept: Working Scientifically

Previously, I have learnt... → In Year 4, I am learning... → In the future, I will learn... → My future...

To ask simple questions about the world around me.

How to ask relevant questions and formulate new questions based on findings

How to formulate questions to plan enquiries, recognising and controlling variables

To observe closely, using simple equipment.

How to make accurate measurements using the correct units and a range of equipment

To take measurements, using a range of scientific equipment, with increasing accuracy and precision

To perform simple tests.

How to set up practical enquires and comparative and fair tests.

How to use test results to make predictions to set up further comparative and fair tests.

To identify and classify.

How to gather, record, classify and present data and identify differences, changes and similarities related to ideas and processes

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How to draw simple conclusions, suggest simple improvements and predictions

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evaluation  
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- Chemist
- Teacher
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- Environmentalist
- Naturalist
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How to ask relevant questions and formulate new questions based on findings

How to formulate questions to plan enquiries, recognising and controlling variables

How to ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.

Scientist

How to make accurate measurements using the correct units and a range of equipment

To take measurements, using a range of scientific equipment, with increasing accuracy and precision

How to make and record observations and measurements using a range of methods for different investigations

Doctor

How to set up practical enquiries and comparative and fair tests.

How to use test results to make predictions to set up further comparative and fair tests.

How to interpret observations and data, record appropriately and use measurements and data to draw conclusions

Dentist

How to gather, record, classify and present data and identify differences, changes and similarities related to ideas and processes

How to record findings from enquiries and data including causal relationships and conclusions

How to present reasoned explanations, including explaining data in relation to predictions and hypotheses

Archaeologist

How to draw simple conclusions, suggest simple improvements and predictions

How to draw conclusions to inform further enquiries and support or refute ideas or arguments.

How to evaluate data, showing awareness of potential sources of random and systematic error

Engineer

Chemist

Teacher

Biochemist

Astronaut

Anthropologist

Environmentalist

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Wildlife documentary presenter

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relationship  
trend  
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anomalous  
apparatus  
hypothesis  
inaccurate  
inadequate  
indicator  
limitations  
postulate  
preliminary  
systematically



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