Federation of Golden Flatts and Lynnfield Primary School

Science Skill Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	**Everyday Materials (Seasonal Changes)** **Working Scientifically** - asking simple questions and recognising that they can be answered in different ways - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions **Working Scientifically (seasonal change)** - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying – weather patterns - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions		**Animals Including humans (Seasonal Changes)** **Working Scientifically** - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying – weather patterns - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions		**Plants (Seasonal Changes)**	
Y2	**Animals Including humans** **Working Scientifically** - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	**Use of Everyday Materials** **Working Scientifically** - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying (uses of materials) - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions	**Living Things and their Habitats** **Working Scientifically** - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.		**Plants**	**Working Scientifically**
Y3	**Rocks** **Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams and keys. - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	**Animals Including humans** **Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	**Light** **Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	**Forces and Magnets** **Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	**Plants**	**Working Scientifically**

	- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.	- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.	- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.	- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.		
Y4	**Electricity** **Working Scientifically** - asking relevant questions - setting up simple practical enquiries, comparative tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers - gathering and recording data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes	**Sound** **Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data logger - gathering and recording data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, and tables - reporting on findings from enquiries, including oral and written explanations, of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.	**States of Matter** **Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.	**Animals Including humans** **Working Scientifically** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.	**Living Things and their Habitats**	**Working Scientifically**
Y5	**Animals Including humans** **Working Scientifically** - Identifying differences, similarities or changes related to simple scientific ideas or processes. - Record data and results of increasing complexity using scientific diagrams and labels,	**Earth and Space** **Working Scientifically** - Plan enquiries, including recognising and controlling variables where necessary. - Use appropriate techniques, apparatus and materials during fieldwork and laboratory work.	**Properties and Changes of Materials** **Working Scientifically** - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with	**Living Things and their Habitats** **Working Scientifically** - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with	Forces	Working Scientifically

	classification keys, tables, bar and line graphs and models. - Report findings from enquiries, including oral and written explanations of results explanations involving causal relationships and conclusions. Present findings in written form, displays and other presentations.	- Take measurements using a wide range of scientific equipment, with increasing accuracy and precision. - Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions. - Present findings in written form, display and other presentations. - Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting 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 - identifying scientific evidence that has been used to support or refute ideas or arguments.	increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting 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 - identifying scientific evidence that has been used to support or refute ideas or arguments.		
Y6	**Light** **Working Scientifically** - plan enquiries, including recognising and controlling variables where necessary. - use appropriate techniques, apparatus and materials during fieldwork and laboratory work. - take measurements using a wide range of scientific equipment, with increasing accuracy and precision. - report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions.	**Electricity** **Working Scientifically** - plan enquiries, including recognising and controlling variables where necessary. - use appropriate techniques, apparatus and materials during fieldwork and laboratory work. - take measurements using a wide range of scientific equipment, with increasing accuracy and precision. - record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs and models. - report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions. - present findings in written form, display and other presentations. - use test results to make predictions to set up further comparative and fair tests.	**Living Things and their Habitats** **Working Scientifically** - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting 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 - identifying scientific evidence that has been used to support or refute ideas or arguments.	**Evolution and Inheritance** **Working Scientifically** - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - reporting and presenting 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 - identifying scientific evidence that has been used to support or refute ideas or arguments.	Animals Including humans	Working Scientifically

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