

St. James

C. of E. PRIMARY SCHOOL

EYFS	Characteristics of effective learning	Early Learning Goals
Enquiry Skills	<ul style="list-style-type: none"> Show curiosity about objects, events and people Questions why things happen Engage in open-ended activity Take a risk, engage in new experiences and learn by trial and error Find ways to solve problems / find new ways to do things / test their ideas Develop ideas of grouping, sequences, cause and effect Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Use senses to explore the world around them Make links and notice patterns in their experiences Create simple representations of events, people and objects Build up vocabulary that reflects the breadth of their experience 	<ul style="list-style-type: none"> Choose the resources they need for their chosen activities Handle equipment and tools effectively Answer how and why questions about their experiences Make observations Develop their own narratives and explanations by connecting ideas or events Explain why some things occur and talk about changes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan	Ask simple questions when prompted Suggest ways of answering a question	Ask simple questions Recognise that questions can be answered in different ways	Ask relevant questions when prompted Use different types of scientific enquiry to answer them. Set up simple and practical enquiries, comparative and fair tests with some support.	Ask relevant questions. Use different types of scientific enquiries to answer their questions Set up simple and practical enquiries, comparative and fair tests	Plan different types of scientific enquiries to answer questions. With prompting, recognise and control variables where necessary	Plan different types of scientific enquiries to answer questions Recognise and control variables where necessary
Do	Make relevant observations using simple equipment Conduct simple tests, with support Identify and classify with guidance	Observe closely, using simple equipment Perform simple tests Identify and classify	Make systematic and careful observations, using simple equipment Use standard units when taking measurements	Make systematic and careful observations using a range of equipment, including thermometers and data loggers	Select, with prompting, and use appropriate equipment to take readings Take precise measurements using standard units	Use a range of scientific equipment to take measurements Take measurements with

				Take accurate measurements using standard units, where appropriate	Begin to understand the need for repeat readings	increasing accuracy and precision Take repeat readings when appropriate
Record	Gather and record data	Record and communicate their findings in a range of ways and begin to use simple scientific language Gather and record data to help answer questions	With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions with prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated Suggest possible improvements or further questions to investigate	Gather, record, classify and present data in a variety of ways to help to answer questions Record findings using simple scientific language, drawings and labelled diagrams Record findings using keys, bar charts, and tables Report on findings from enquiries using displays or presentations Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Take and process repeat readings Record data and results Record data using labelled diagrams, keys, tables and charts Use line graphs to record data With support, present findings from enquiries orally and in writing Suggest further comparative or fair tests	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs Report and presents findings from enquiries in oral and written forms such as displays other presentation Report and present findings from enquiries, including explanations of, and degree of, trust in results Identify scientific evidence that has been used to support or refute ideas or arguments Use test results to make predictions to set up further comparative and fair tests