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|  | **By the end of Reception…** | **By the end of KS1…** | **By the end of LKS2…** | **By the end of UKS2…** |
| **Ask Questions and Plan Enquiries** | I have my own ideas  I can question why things happen | I can ask simple questions and recognise that they can be answered in different ways | I can ask relevant questions and use different types of scientific enquiries to answer them | I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| **Set up Enquiries** | I can test my ideas | I can perform simple tests | I can set up simple practical enquiries, comparative and fair tests | I can use test results to make predictions to set up further comparative and fair tests |
| **Observe and Measure** | I can use my senses and look closely  I can use equipment and tools carefully | I can observe closely, using simple equipment to take measurements | I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, and take repeat readings when appropriate |
| **Record** | I can talk about things like plants, animals and found objects  I can create simple representations of people and objects | I can gather and record simple data to help in answering questions. | I can gather, record, classify and present data in a variety of ways to help in answering questions  I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |
| **Interpret and Report** | I can notice similarities and differences  I begin to use science words | I can identify, classify, compare, sort and group things *(Using appropriate scientific language)* | I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  I can identify differences, similarities or changes related to simple scientific ideas and processes | I can report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations |
| **Evaluate** |  | I can use my observations and ideas to suggest answers to questions | I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  I can use straightforward scientific evidence to answer questions or to support my findings | I can identify scientific evidence that has been used to support or refute ideas or arguments  I can explain the degree of trust in my results |