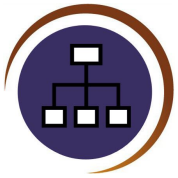
Oakwood Primary School

We are learning to **Work Scientifically** in **KS1!**

					
Asking Questions	**Observing Closely**	**Testing and Retesting**	**Identifying and Classifying**	**Using Evidence**	**Gathering Data**
ask simple questions and recognise that they can be answered in different ways	observe closely, using simple equipment	perform simple tests	identify and classify	use observations and ideas to suggest answers to questions	gather and record data to help in answering questions

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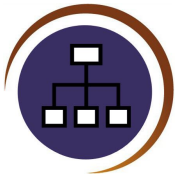
We are learning to **Work Scientifically** in **Y3/4!**

						
Asking Questions	**Observing Closely**	**Testing and Retesting**	**Identifying and Classifying**	**Using Evidence**	**Gathering Data**	**Reporting**
ask relevant questions and use different types of scientific enquiries to answer them	make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	set up simple practical enquiries, comparative and fair tests use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	identify differences, similarities or changes related to simple scientific ideas and processes	use straightforward scientific evidence to answer questions or to support findings	record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables gather, record, classify and present data in a variety of ways to help in answering questions	report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

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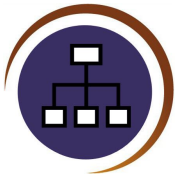
We are learning to **Work Scientifically** in **Y5/6!**

						
Asking Questions	**Observing Closely**	**Testing and Retesting**	**Identifying and Classifying**	**Using Evidence**	**Gathering Data**	**Reporting**
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	use test results to make predictions to set up further comparative and fair tests	identify differences, similarities or changes related to simple scientific ideas and processes	identify scientific evidence that has been used to support or refute ideas or arguments	record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms such as displays and presentations