

**Hemington Primary**  
**Developing Our Scientific Investigative Skills**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Identifying and classifying</b>	Sort and group objects, materials and living things, with help, according to simple observational features.	Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.	Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships.	Identify similarities/differences/changes when talking about scientific processes.  Use and begin to create simple keys.	Use and develop keys to identify, classify and describe living things and materials.	Identify and explain patterns seen in the natural environment.
<b>Engaging in practical enquiry (investigating)</b>	Follow instructions to complete a simple test individually or in a group.	Do things in the correct order when performing a simple test and begin to recognise when something is unfair.	Discuss enquiry methods and describe a fair test.	Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables.	Plan a range of science enquiries, including comparative and fair tests.	Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.
<b>Recording and reporting findings</b>	Begin to record simple data.  Talk about their findings and explain what they have found out.	Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.	Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts.	Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays, oral or written explanations).	Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models.	Choose the most effective approach to record and report results, linking to mathematical knowledge.
<b>Drawing conclusions</b>	Explain, with help, what they think they have found out.	Use simple scientific language to explain what they have found out.	Draw, with help, a simple conclusion based on evidence from an enquiry or observation.	Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries.	Use a simple mode of communication to justify their conclusions on a hypothesis.  Begin to recognise how scientific ideas change over time.	Identify validity of conclusion and required improvement to methodology.  Discuss how scientific ideas develop over time.

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<b>Analysing data</b>  <b>Evaluating and raising further questions and predictions</b>	Use every day or simple scientific language to ask and/or answer a question on given data.	Identify simple patterns and/or relationships using simple comparative language.	Gather, record and use data in a variety of ways to answer a simple question.	Identify, with help, changes, patterns, similarities and differences in data to help form conclusions.  Use scientific evidence to support their findings.	Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion.