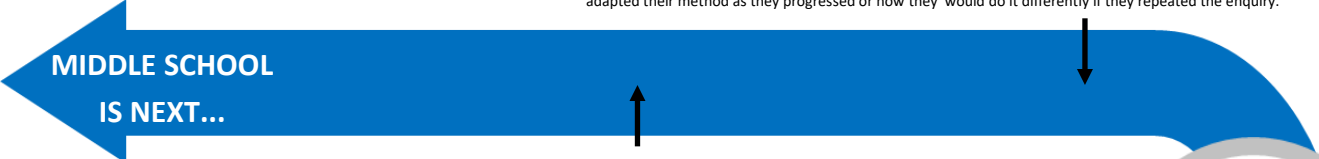
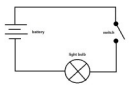


Science – scientific enquiry

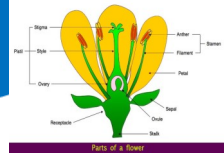
Scientific enquiry – Lower Key stage 2 The children sometimes decide how to present and record evidence. The record observations, measurements and classifications. Children are supported to present the same data in different ways in order to help with answering the questions. Children answer their own and others questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence. Children interpret their data to generate simple comparative statements, based on their evidence. They draw conclusions based on their evidence and current subject knowledge. Children use their evidence to suggest values for different items tested using the same method. They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.



Scientific enquiry – Lower key stage 2 Consider their prior knowledge when asking questions. Independently use a range of question stems. Answer questions posed by the teachers. They identify the type of enquiry that they have chosen to answer a question. They make systematic and careful observations. They use a range of equipment for measuring length, time, temperature and capacity. The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. They communicate their findings to an audience, orally and in writing, using scientific vocabulary.



YEAR 4



YEAR 3

KS1 - scientific enquiry Children use their observations and testing to compare objects materials and living things. They sort and group these things, identifying their own criteria for sorting. They use secondary sources to name living things. They describe the characteristics they use to describe a living thing. They record their observations and measurements. They classify using tables and sorting rings. Children use their experiences of the world around them to suggest appropriate answers for questions. They are supported to relate these to their evidence. The children recognise 'biggest and smallest' and best and worse etc' from their data.

The plant below grows in a rainforest. What will happen if the climate becomes more dry?

A. it will adapt to the new climate
 B. it will die
 C. none of the above
 D. either a or b could happen

D. either a or b could happen

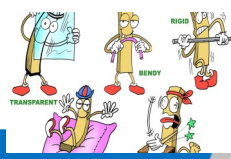
Key Stage 1 Scientific enquiry—Develop their ability to ask questions and when appropriate answer them. The children are involved in planning how to use the resources to answer questions. Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use practical resources provided to gather evidence to answer questions generated by themselves or the teachers. They carry out tests to classify.

YEAR 2

YEAR 1



- They make observations of animals and plants and explain why some things occur and talk about changes



YEAR R

welcome

- They talk about the features of their own immediate environment and how environments might vary from one another

- Learn about similarities and differences in relation to places, objects, materials and living things.