

### Science Skills Coverage- Working scientifically

Skill	Y3	Y4	Y5	Y6
<b>Questioning</b>	Use ideas to pose questions, independently about the world around them.	Suggest relevant questions and know they can be answered in a variety of ways.	Raise different types of scientific questions and hypothesis.	Pose the most appropriate line of enquiry to investigate scientific questions.
<b>Enquiry</b>	Discuss enquiry methods and describe a fair test. Make decisions about what to observe during an investigation.	Make decisions about different enquiries including recognizing when a fair test is necessary and begin to identify variables. Making systematic and careful observations.	Plan and carry out comparative and fair tests. Making systematic and careful observations.	Select and plan the most suitable line of enquiry. Explaining which variables need to be controlled and why. Making systematic and careful observations.
<b>Measuring</b>	Take accurate measurement using standard units.	Take accurate measurement using standard units and a range of equipment.	Take accurate measurements using standard units and a range of equipment with increasing accuracy.	Choose the most appropriate equipment in order to take measurements explaining how to use it accurately. Decide how long to take measurements for,

				checking results with additional reading.
<b>Recording</b>	<p>Talk about some criteria for grouping, sorting and categorizing, beginning to see patterns in relationships.</p> <p>Record finding using scientific language and present in note form, diagrams, tables and charts.</p> <p>Gather record and use data in a variety of ways to answer a simple question.</p> <p>With help, draw a simple conclusion based on evidence form an enquiry or observation.</p>	<p>Identify similarities/differences/changes when talking about scientific processes. Use and begin to create simple keys.</p> <p>Choose appropriate ways to record and present information, findings and conclusions for different audiences.</p> <p>Identify, with help, changes, patterns, similarities and differences in data to help form conclusions. Use scientific evidence which support their findings.</p> <p>Use recorded data to make predictions, pose new questions and suggest improvements for further enquires.</p>	<p>Use and develop keys to identify, classify and describe living things and materials.</p> <p>Record data and results of increasing complexity, using scientific diagrams, labels, classification keys, tables, bar and line graphs and models.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.</p> <p>Use a simple mode of communication to justify conclusions on a hypothesis and</p>	<p>Identify and explain patterns seen in the natural environment.</p> <p>Choose the most effective approach to record and report results, linking to mathematical knowledge.</p> <p>Identify and explain causal relationships in data and identify evidence that supports or refutes their findings. Select fact from opinion.</p> <p>Identify validity of conclusion and required improvements to methodology.</p> <p>Discuss how scientific</p>

			begin to recognize how scientific ideas change over time.	ideas develop over time.