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| Year 1 | Year 2 |
| I can ask simple questions about the world around them.  I can use simple equipment to observe closely (e.g. magnifying glasses, microscopes and bug viewers, non-standard units )  I can with help, carry out simple enquiries.  I can, with help, make a simple prediction or suggestion about what might happen.  I can, with help, decide how to sort and **group** objects, materials or living things by comparing and contrasting.  I can with support, gather and record data using a pre-constructed table and use simple drawings  I can use observations and ideas to suggest answers to questions. | I can ask simple questions and recognise that they can be answered in different ways.  I can use simple equipment to observe closely including changes over time.  I can begin to discuss practical ways to find answers to their questions.  I can with some help, carry out simple enquiries including comparative tests.  I can make a simple prediction about what might happen and try to give a simple reason.  I can decide how to sort and **group** objects, materials or living things by comparing and contrasting.  I can gather and record data to help in answering questions using pre-constructed table and drawings ( including from secondary sources of information)  I can recognise if results matched predictions. (say if results were what they expected)  I can use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.  I can give a simple, logical reason why something happened *(e.g. I think … because …).* |

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| New Y3 TT statement | New Y4 TT statement |
| I can name the 5 types of enquiry.  I can carry out each type of enquiry across the year.  I can raise questions that can be investigated as a class.  I can select my own apparatus from a selection of items  I can identify some variables to keep the same to ensure a fair test.  I can select the most appropriate way to carry out an investigation following a class discussion.  I can make systematic and careful observations and where appropriate, take accurate measurements.  I can gather and record data in pre-made table.  I can classify and present data in variety of ways (eg. drawings, labelled diagrams, keys, bar charts)  I can, with help, can find changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.  I can begin to recognise whether the enquiry was a fair test.  I can present findings from an enquiry in an oral or written way. | I can identify which type of enquiry is most appropriate in order to answer their investigation question.  I can raise questions that can be investigated as a class or as a group.  I can select own apparatus from a selection of items.  I can identify most variables to keep the same to ensure a fair test.  I can generate ways to carry out a practical or research enquiry.  I can use data loggers and thermometers to measure temperatures.  I can decide how and when to make systematic and careful observations and where appropriate, which measurements to record.  I can gather and record data in a simple 2 column table which is drawn by themselves.  I can classify and present data in variety of ways (eg. drawings, labelled diagrams, keys, bar charts)  I can, with help, can find changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.  I can present findings from an enquiry in an oral or written way.  I can, with support, identify new questions arising from the data and make new predictions based on the data.  I can, with support, find new ways to improve the enquiry carried out. |

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| New TT Statements  Year 5 | New TT statements  Year 6 |
| I can plan some different types of scientific enquiries to answer questions (including questions they have raised), choosing the most appropriate type of enquiry.  I can recognise and control variables where necessary.  I can take measurements, using a range of scientific equipment, with increasing accuracy and precision (for example: stopwatches (2 dp)Rulers/measuring tapes (mm))  I can, with support, take repeat readings when appropriate and calculate averages.  I can group and classify things and recognise patterns.  Independently record data and results of increasing complexity using: scientific, diagrams and labels, tables, scatter graphs. | I can plan different types of scientific enquiries to answer questions (including questions they have raised), choosing the most appropriate type of enquiry.  I can recognise and control variables where necessary.  I can take measurements, using a range of scientific equipment, with increasing accuracy and precision (for example: Stopwatches (2 dp) Rulers/measuring tapes (mm)).  I can independently take repeat readings when appropriate and calculate averages.  I can group and classify things and recognise patterns  Eg. mammals, amphibians, fish  I can find things out using a wide range of secondary sources of information.  I can independently record data and results of increasing complexity using: scientific diagrams and labels, classification keys, tables, line graphs. |
| Report and present findings from enquiries, including conclusions, causal relationships in oral and written forms such as displays and other presentations  Eg. As the wings of the spinner got longer, the time it took to fall increased. This could be because the amount of air resistance increase. | Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. |
| Use test results to make predictions to set up further comparative and fair tests.  Eg. I wonder if the spinner had more wings if the time it took to fall would increase. | Use test results to make predictions to set up further comparative and fair tests. |
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|  | Identify scientific evidence that has been used to support or refute ideas or arguments  Eg TAPs fossils. |
| Use scientific ideas from a range of sources (eg. own practical enquiry, books, teacher input) to improve and develop understanding. | Use scientific ideas form a range of sources (eg. own practical enquiry, books, teacher input) to improve and develop understanding. |