



EYFS Science Overview:

Autumn	Me and my small world Maths link: Match, sort and compare	What's in my basket? Maths link: Talk about measure and pattern	Senses Maths link: It's me 1, 2, 3	Let's go outside Maths link: Circles and triangles	What's changed? Maths link: 1, 2, 3, 4, 5	Night and day Maths link: Shapes with 4 sides
Spring	Changes in Winter Maths link: Alive in 5	Let it flow Maths link: Mass and capacity	From desert to jungle Maths link: Growing 6, 7, 8	Watch it grow Maths link: Length, height and time	Animal detectives Maths link: Building 9 and 10	Pushes and pulls Maths link: Explore 3-D shapes
Summer	From city to sea Maths link: To 20 and beyond	Look all around Maths link: How many now?	Test it out! Maths link: Manipulate, compose and decompose	Happy and healthy Maths link: Sharing and grouping	Our wonderful world Maths link: Visualise, build and map	We're going on an animal hunt Maths link: Make connections



	Ask Questions	Plan	Make observations	Take Measurements	Gather, Record and Classify Data	Present Findings	Answer Questions and make conclusions	Evaluate
Year 1 and Year 2	<p>Ask simple questions.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p>Planning is not explicitly mentioned in the KS1 curriculum however, if appropriate, children can verbally state what they will investigate, what they will change and what they will keep the same</p>	<p>Observe closely.</p> <p>Observe closely, using simple equipment.</p>	<p>Carry out simple tests using non-standard measurements when appropriate.</p> <p>Perform simple tests using standard units when appropriate.</p>	<p>Gather and record simple data.</p> <p>Sort objects and living things into groups based on simple properties.</p> <p>Gather and record data to help in answering questions. Identifying and classifying.</p>	<p>Explain what they found out to an adult or a partner.</p> <p>Talk about what they have found out and how they found out.</p> <p>(non-statutory)</p>	<p>Answer simple questions.</p> <p>Use their observations and ideas to suggest answers to questions.</p>	<p>Evaluating is not explicitly mentioned in the KS1 curriculum</p>



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Year 3 and Year 4	<p>Ask questions and understand there are different enquiry types they could use to answer them.</p> <p>Ask relevant questions and use different types of scientific enquiry to answer them</p>	<p>Make relevant predictions. Identify what they will change, observe and keep the same.</p> <p>With support, set up simple practical enquiries</p> <p>. Make predictions based on simple scientific knowledge. Identify what they will change, observe or measure and keep the same.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p>	<p>Make careful observations using scientific equipment</p> <p>Make systematic and careful observations using scientific equipment..</p>	<p>Perform tests and simple experiments and take measurements using standard units.</p> <p>Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	<p>Recording findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Gather, record and classify data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Report on findings from enquiries, including oral and written explanations.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Make simple conclusions.</p> <p>Use results, findings or observations to answer questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings. Use results to draw simple conclusions. Begin to identify differences, similarities or changes related to simple ideas or processes.</p>	<p>Suggest questions for further investigation</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>



	Ask Questions	Plan	Make observations	Take Measurements	Gather, Record and Classify Data	Present Findings	Answer Questions and make conclusions	Evaluate
Year 5 and Year 6	<p>Ask scientific questions and begin to understand which questions would be best suited to each enquiry type</p> <p>Ask relevant scientific questions and choose which enquiry type would be best suited to answer them..</p>	<ul style="list-style-type: none"> Make predictions based on scientific knowledge. <p>With support, plan different types of scientific enquiry. Where appropriate, identify the dependent, independent and controlled variables.</p> <ul style="list-style-type: none"> Make predictions based on scientific knowledge. <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Use a range of scientific equipment to make systematic and careful observations.</p> <p>Use a range of scientific equipment to make systematic and careful observations with increased complexity</p>	<p>Take accurate measurements using a range of scientific equipment. Start to take repeat readings when appropriate.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Record data using scientific diagrams and labels, classification keys, tables, bar and line graphs.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Report and present findings from enquiries, including conclusions and begin to identify causal relationships in oral and written forms such as displays and other presentations.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<ul style="list-style-type: none"> Make conclusions based on scientific evidence and from their own testing and findings. Identify scientific evidence and use it to answer questions Make conclusions based on scientific evidence and from their own testing and findings. Identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>Continue to use results to draw simple conclusions, suggest improvements and raise further questions for possible testing</p> <ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests. <p>Provide some simple examples of how to extend the investigation</p>