

## Working Scientifically at SMAB

| Year 3   |   |   |  |  |  |
|--|---|---|--|--|--|
| Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
| Light  | Forces & Magnets  | Rocks   | Animals Inc Humans   | Animals Inc Humans   | Plants   |
| <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>To gather, record and classify findings in a variety of ways to help in answering questions</p> <p>To record findings using simple scientific language and labelled diagrams</p> <p>To set up simple practical enquiries-comparative test</p> | <p>To make careful observations</p> <p>To gather, record and classify findings in a variety of ways to help in answering questions</p> <p>To record findings using simple scientific language, drawings, labelled diagrams and tables</p> <p>To use results to draw simple conclusions</p> <p>To set up simple practical enquiries-comparative test</p> | <p>To record findings using simple scientific language and labelled diagrams</p> <p>To identify differences and similarities or changes related to simple scientific ideas and processes</p> <p>To ask relevant questions and use different types of scientific enquiry to answer them (classification, observation over time)</p> <p>To set up simple practical enquiries-comparative test</p> <p>To report on findings from enquiries</p> | <p>To ask relevant questions and use different types of scientific enquiry to answer them (different enquiry types-research, identifying and classifying, pattern seeking)</p> <p>To identify differences and similarities or changes related to simple scientific ideas and processes</p> | <p>To use straightforward scientific evidence to answer questions and support findings</p> | <p>To gather, record and classify findings in a variety of ways to help in answering questions</p> <p>To ask relevant questions and use different types of scientific enquiry to answer them (research)</p> <p>To identify differences and similarities or changes related to simple scientific ideas and processes</p> <p>To record findings using simple scientific language and labelled diagrams</p> |

## Working Scientifically at SMAB

| Year 4  |   |  |  |   |   |
|---|---|--|--|---|---|
| Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| Electricity   | Living Things & Their Habitats  | Living Things & Their Habitats   | Sound  | Animals Inc Humans  | States of Matter  |
| <p>To record findings – labelled diagrams</p> <p>To use straightforward scientific evidence to answer questions and support findings</p> <p>To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>To set up simple practical enquiries</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> | <p>To make systematic and careful observations using diagrams or keys</p> <p>To identify differences and similarities or changes related to simple scientific ideas and processes</p> <p>To gather, record and classify findings in a variety of ways to help in answering questions</p> <p>To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> | <p>To make systematic and careful observations and, where appropriate, take accurate measurements using standard units including data loggers</p> <p>To set up simple practical enquiries, fair tests and comparative tests</p> <p>To gather, record and classify findings in a variety of ways to help in answering questions</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> | <p>To make systematic and careful observations and, where appropriate, take accurate measurements using standard units including data loggers</p> <p>To set up simple practical enquiries, fair tests and comparative tests</p> <p>To gather, record and classify findings in a variety of ways to help in answering questions</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> | <p>To use straightforward scientific evidence to answer questions and support findings</p> <p>To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> | <p>To record findings using simple scientific language and labelled diagrams and tables</p> <p>To make systematic and careful observations and, where appropriate, take accurate measurements using standard units including thermometers</p> <p>To set up simple practical enquiries with fair tests</p> <p>To identify differences and similarities or changes related to simple scientific ideas and processes</p> |

## Working Scientifically at SMAB

| Year 5  |   |   |  |                                       |                                       |
|---|---|---|--|---------------------------------------|---------------------------------------|
| Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1                              | Summer 2                              |
| Forces  | Earth & Space   | Properties & Changes of Materials   | Properties & Changes of Materials  | Animals Inc. Humans                   | Living Things & Their Habitat         |
| <p>To report and present findings from enquiries including conclusions</p> <p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To plan different types of scientific enquiry</p> | <p>To take measurements, using a range of scientific equipment with increasing accuracy and precision</p> <p>To report and present findings from enquiries including conclusions, casual relationships and explanations</p> <p>To identify scientific evidence that has been used to support or refute ideas of arguments</p> | <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>To report and present findings from enquiries including conclusions, casual relationships and explanations of and a degree of trust in results</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables</p> <p>To record data and results of increasing complexity using diagrams and tables</p> <p>To report and present findings from enquiries</p> | <p>To identify scientific evidence that has been used to support or refute ideas of arguments</p> <p>To record data and results of increasing complexity using diagrams and graphs</p> <p>To report and present findings</p> | <p>To report and present findings</p> | <p>To report and present findings</p> |

## Working Scientifically at SMAB

| Year 6   |   |   |  |   |                    |
|--|---|---|--|---|--------------------|
| Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2           |
| Light  | Animals Inc. Humans   | Electricity   | Evolution & Inheritance  | Living Things & Their Habitats  | Enrichment Science |
| <p>To record data and results of increasing complexity using diagrams and labels</p> <p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>To report and present findings from enquiries including conclusions, explanations and diagrams</p> | <p>To plan different types of scientific enquiries to answer questions</p> <p>To report and present findings from enquiries</p> <p>To take measurements, using a range of scientific equipment with increasing accuracy, taking repeat readings where necessary</p> <p>To record data and results using diagrams and graphs</p> <p>To identify scientific evidence that has been used to support or refute ideas of arguments</p> | <p>To record data and results using scientific diagrams</p> <p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To plan different types of scientific enquiries to answer questions, controlling variables</p> | <p>To record data and results of increasing complexity using diagrams, labels and classification keys</p> <p>To report and present findings from enquiries</p> <p>To identify scientific evidence that has been used to support or refute ideas of arguments</p> | <p>To record data and results of increasing complexity using diagrams and classification keys</p> <p>To plan a scientific enquiry to answer questions, including recognising and controlling variables</p> <p>To identify scientific evidence that has been used to support or refute ideas of arguments</p> <p>To report and present findings from enquiries, including explanations</p> |                    |