

St Pauls Catholic School Science Skills Overview

	Working Scientifically			
EYFS relevant statements taken from the Early Learning Goals in the EYFS statutory framework	Communication and Language	Personal, Social and Emotional Development	Understanding the World	
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts <p>ELG Make comments about what they have heard and ask questions to clarify their understanding.</p>	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>ELG Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. <p>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
	Asking Questions	Measuring and Recording	Concluding	Evaluating
Year 1 /2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering question. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify and classify. Use their observations and ideas to suggest answers to questions. 	
Year 3 /4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of 	<p>Pupils should be taught to:</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes. Report on findings from enquiries, including oral and written</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

		<p>equipment, including thermometers and data loggers.</p> <ul style="list-style-type: none"> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Gather, record, classify and present data in a variety of ways to help in answering questions. 	<p>explanations, displays or presentations of results and conclusions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>	
Year 5 /6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments. 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests.