COLLIS SCHOOL SCIENTIFIC ENQUIRY				
Year	Planning Investigations	Conducting Experiments	Recording Experiments	Reporting Findings and Conclusions
EYFS	To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. To make observations of animals and plants and explain why some things occur, and talk about changes.			
1	To ask simple questions when prompted To suggest ways of answering a question	To make relevant observations To perform simple tests	To suggest how findings could be recorded	To use observations to suggest answers to questions To talk about what they have found out To begin to identify and classify
2	To ask simple questions To recognise that questions can be answered in different ways	To observe closely To use simple measurements and equipment	To gather and record simple data	To use observations and own ideas to suggest answers to questions To identify and classify To record and communicate findings in variety of ways (pictures and simple sentences)
3	To ask relevant questions when prompted To set up simple, practical enquiries To set up comparative tests	To make careful observations To use simple equipment and use standard units when taking measurements	To record findings in various ways using simple scientific language, drawings and labelled diagrams	To report on findings from enquiries To use results to draw simple conclusions To use straightforward scientific evidence to answer questions
4	To ask relevant questions To set up fair tests To use different types of scientific enquiries to answer questions	To make systematic and careful observations To take accurate measurements using thermometers and data loggers	To record findings using keys, bar charts and tables To gather, record, classify and present data in a variety of ways	To report on findings from enquiries including oral and written explanations To identify differences, similarities or changes related to simple scientific ideas and enquiries To use results to make predictions for new values, suggest improvements and raise further questions
5	With prompting, to plan different types of scientific enquiries to answer questions With prompting, to recognise and control variables where necessary	To take precise measurements using standard units	To record data using labelled diagrams, keys, tables and bar charts	Present findings from enquiries orally and in writing such as in displays and other presentations Suggest how evidence can support conclusions To use test results to make predictions to set up further comparative and fair tests
6	To plan different types of scientific enquiries to answer questions To recognise and control variables where necessary	To take measurements with increasing accuracy and precision To take repeat readings when appropriate	To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts, scatter graphs and line graphs	Report and present findings from enquiries including conclusions, causal relationships and explanations of results To identify scientific evidence that has been used to support or refute ideas or arguments