	National Curriculum	Subheadings	Key Vocabulary
EYFS	In EYFS, teachers will model the scientific vocabulary that the children will be exposed to in year 1 and begin to expect the children to reuse it in context. Evidence can be seen in the whole class topic book.		
Year 1/2	♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions.	• Question • What I think will happen • What we did • Result • What I found out • What I know now (Linked to what they have learnt. I can now say... E.g. In an investigation on insulating materials. I know the best material to make a lunch box out of is.....	• Results • Tables

Year 3/4	♣asking relevant questions and using different types of scientific enquiries to answer them
	♣ setting up simple practical enquiries, comparative and fair tests
	♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
	♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
	♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
	♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
	♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
	♣ identifying differences, similarities or changes related to simple scientific ideas and processes
	♣ using straightforward scientific evidence to answer questions or to support their findings.
		• Question. What are you investigating?
		• Prediction
		• Equipment
		• Variables
		   o What am I going to change?
		   o What am I going to keep the same?
		   o What am I going to measure?
		• How do I know my test is fair?
		• Results
		• Labelled Diagram
		• Conclusion
		• What I'd change or do next time.
			• Predict
			• Equipment
			• Variables
			• Fair test
			• Bar Charts
			• Diagrams
			• Tables

Year 5/6	♣planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
	♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
	♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
	♣ using test results to make predictions to set up further comparative and fair tests
	♣ reporting and presenting 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
	♣ identifying scientific evidence that has been used to support or refute ideas or arguments.
		• Question. What are you investigating?
		• Hypothesis.
		   o Prediction and Explanation
		• Variables
		   o Independent variable (what you are changing)
		   o Dependent variable (what you are measuring)
		   o Control variable (what you are keeping the same)
		• Equipment
		• Method and Labelled Diagrams
		• Results
		• How I know my test was fair.
		• Were there any anomalies? Why do you think this was?
		• Conclusion
			• Hypothesis
			• Prediction
			• Variables
			   o Independent
			   o Dependent
			   o Control
			• Equipment
			• Table
			• Scatter Graph
			• Line Graph
			• Bar Chart
			• Anomaly
			• Fair Test