



Compassion, Hope, Reverence, Wisdom

Skills Map for Enquiry

Science

'We enquire, we hypothesise, we investigate in order to live life in all its fullness'

Year 1

<i>Planning</i>	<i>Data</i>	<i>Evaluating</i>
<ul style="list-style-type: none"> To ask simple questions. To make simple predictions about an investigation 	<ul style="list-style-type: none"> To observe closely, using simple equipment. To perform simple tests. To identify phenomena. To gather data to help in answering questions. To identify patterns in their observations. 	<ul style="list-style-type: none"> To use their observations and ideas to suggest answers to questions To suggest ways to improve a scientific investigation To explain their ideas using scientific vocabulary correctly.

Year 2

Planning	Data	Evaluating
<ul style="list-style-type: none"> To ask simple questions. To ask simple questions and recognising that they to be answered in different ways To make simple predictions about an investigation To find ways to record predictions. 	<ul style="list-style-type: none"> To observe closely, using simple equipment. To perform simple tests. To identify and classify phenomena. To gather data to help in answering questions. To record data to help in answering questions. To identify patterns in their observations. 	<ul style="list-style-type: none"> To use their observations and ideas to suggest answers to questions To begin to evaluate and improve an investigation To explain their ideas using scientific vocabulary correctly. To find ways to record evaluations to an experiment.

Year 3

<i>Planning</i>	<i>Data</i>	<i>Evaluating</i>
<ul style="list-style-type: none"> To say what I could change in an investigation, and know that these are called variables. To identify independent variables. To be able to ask a scientific question using variables, scientific vocabulary. To be able to ask a scientific question and use the equipment I am given to answer it. To make a simple prediction using scientific vocabulary. 	<ul style="list-style-type: none"> To be able to identify the variables and decide which one to record with help. To be able to identify the dependent variable and how to record it with help. To be able to fill in the result table with the independent variable and each record of the dependent variable with help. To draw a table showing headings for the independent variable and the dependent variable with help. 	<ul style="list-style-type: none"> To say if you have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. To justify that data collected is valid because I have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. To identify incorrect results in a table with support and independently. To identify explain why data may not fit a pattern



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	<ul style="list-style-type: none"> To draw a table showing headings for the independent variable and the dependent variable independently. 	<ul style="list-style-type: none"> To explain what I would do next time to prevent my data having odd ones out.
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Year 4

<i>Planning</i>	<i>Data</i>	<i>Evaluating</i>
<ul style="list-style-type: none"> To identify an independent and dependent variable. To ask a question using my chosen variables and using scientific vocabulary, which I to find the answer to. To be able to ask a scientific question and use the equipment I am given to answer it. To make a simple prediction using scientific vocabulary. To be able to justify why things will and will not happen. To be able to justify predictions, discussing scientific concepts I know about. 	<ul style="list-style-type: none"> To be able to identify the variables and decide which one to record with help. To be able to identify the dependent variable and how to record it with help. To be able to fill in the result table with the independent variable and each record of the dependent variable with help. To draw a table showing headings for the independent variable and the dependent variable with help. To draw a table showing headings for the independent variable and the dependent variable independently. To make a comment on a pattern in the table. To be able to reorder my table to show a pattern more clearly. To be able to say something about what I have found out. 	<ul style="list-style-type: none"> To say if you have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. To justify that data collected is valid because I have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. To identify incorrect results in a table with support and independently. To identify explain why data may not fit a pattern To explain what I would do next time to prevent my data having odd ones out.

Year 5

<i>Planning</i>	<i>Data</i>	<i>Evaluating</i>
<ul style="list-style-type: none"> To identify an independent and dependent variable. To ask a question using my chosen variables and using scientific vocabulary, which I to find the answer to. To be able to ask a scientific question and use the equipment I am given to answer it. 	<ul style="list-style-type: none"> To be able to identify the variables and decide which one to record. To be able to identify the dependent variable and how to record it with help. To be able to fill in the result table with the independent variable and each record of the dependent variable with help. 	<ul style="list-style-type: none"> To say if you have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. To justify that data collected is valid because I have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. To identify incorrect results in a table with support and independently.



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<ul style="list-style-type: none"> • To make a simple prediction using scientific vocabulary. • To be able to justify why things will and will not happen. • To be able to justify predictions, discussing scientific concepts I know about. • To write a short method to show how to use equipment. 	<ul style="list-style-type: none"> • To draw a table showing headings for the independent variable and the dependent variable with help. • To draw a table showing headings for the independent variable and the dependent variable independently. • To make a comment on a pattern in the table. • To be able to reorder my table to show a pattern more clearly. • To write an explanation of what I have found out. 	<ul style="list-style-type: none"> • To identify explain why data may not fit a pattern • To explain what I would do next time to prevent my data having odd ones out. • To suggest other questions I could ask using the variables in my investigation. • To think of another way of doing the investigation to find the same pattern of results.
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Year 6

<i>Planning</i>	<i>Data</i>	<i>Evaluating</i>
<ul style="list-style-type: none"> • To be able to list a range of independent and dependent variables. • To be able to ask a scientific question. • To make a prediction and justify it discussing scientific concepts I know about. • To write a short method to show how to use equipment. • To plan an enquiry to answer a scientific question about sound, including all elements of planning an investigation and to justify my choices for equipment and methods using scientific vocabulary. 	<ul style="list-style-type: none"> • To identify an independent and dependent variable. • To draw my own table, showing the headings for the independent variable and the dependent variable. • To use a table of results to draw a graph. • To make a comment on a pattern in the table. • To be able to reorder my table to show a pattern more clearly. • To write an explanation of what I have found out. 	<ul style="list-style-type: none"> • To say if you have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. • To justify that data collected is valid because I have changed the independent variable, kept all the other variables the same, and recorded the dependent variable. • To identify incorrect results in a table with support and independently. • To identify explain why data may not fit a pattern • To explain what I would do next time to prevent my data having odd ones out. • To suggest other questions, I could ask using the variables in my investigation. • To think of another way of doing the investigation to find the same pattern of results. • To write a complete report starting with the plan, recording the date in a table and graph, and evaluating the success or not of the investigation.