

Working Scientifically

National Curriculum Links	Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • 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	• Can they use different ideas and suggest how to find something out? • Can they make and record a prediction before testing? • Can they plan a fair test and explain why it was fair? • Can they set up a simple fair test to make comparisons? • Can they explain why they need to collect information to answer a question?	• Can they measure using different equipment and units of measure? • Can they record their observations in different ways? (labelled diagrams, charts etc) • Can they describe what they have found using scientific words? • Can they make accurate measurements using standard units?	• Can they explain what they have found out and use their measurements to say whether it helps to answer their question? • Can they use a range of equipment (including a data-logger) in a simple test?
	More Challenging		
	Planning • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?	Obtaining and Presenting Evidence • Can they explain their findings in different ways (display, presentation, writing)? • Can they use their findings to draw a simple conclusion? • Can they suggest improvements and predictions for further tests?	Considering Evidence and Evaluating • Can they suggest how to improve their work if they did it again?

• 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.			
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