

At St. Peter's, our children are taught to **work scientifically** from Year 1 to Year 6. They develop as they learn how to ask questions, carry out investigations, observe carefully, record results, and use evidence to explain their ideas.

As they progress through school, these skills become more detailed and challenging. Our younger children focus on observing, sorting and answering simple questions, while the older pupils plan investigations, take accurate measurements, analyse results and draw conclusions. This approach helps children think like scientists, building curiosity, problem-solving skills and confidence in understanding the world around them.

Working Scientifically in Y1 and Y2
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

Working Scientifically in Y3 and Y4
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.

Working Scientifically in Y5 and Y6

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 a 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

