



## Science End Points

<b>INTENT</b>	<b>To develop inquisitive children who are excited about investigating with curiosity.</b>		
PUPILS ARE ENABLED TO...	Enquire, record and report, developing and evaluating explanations through experimental evidence.		
End Points – End of Phase			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>• They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</li> <li>• They develop their own narratives and explanations by connecting ideas or events.</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests</li> <li>• Identifying and classifying.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Make observations and taking accurate measurements using standard units, using a range of equipment including thermometers.</li> <li>• Gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar, charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan different types of enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• using test results to make</li> </ul>



## Science End Points

		<ul style="list-style-type: none"><li>• Use results to draw simple conclusions, make predictions, suggest improvements and ask relevant questions based on these.</li><li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>• using straightforward scientific evidence to answer questions or to support their findings.</li></ul>	<p>predictions to set up further comparative and fair tests</p> <ul style="list-style-type: none"><li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li></ul>
--	--	---	--