Bury and Whitefield
JEWISH PRIMARY SCHOOL

Science

End Points

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Science - End Points for End of Year							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• To use all their senses in hands-on exploration of natural materials. • To talk about what they see. • To explore how things work. • To explore the natural world around them. • To recognising some environments that are different to the one in which they live. • To begin to understand some important processes and changes in the natural world around them	• To describing what they see, hear and feel while they are outside. • To understand the effect of changing seasons on the natural world around them. • To make observations and draw pictures of animals and plants. • To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences. • To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	• To orally explain the observations made during experiments. • To observe closely, using simple equipment. • To ask simple questions about what they have observed. • To perform simple tests with support. • To gather and record data.	• To ask simple questions and recognising that they can be answered in different ways. • To observe closely, using simple equipment; • To performing simple tests. • To identify and classify. • To use their observations and ideas to suggest answers to question.; • To gather and record data to help in answering questions.	• To ask relevant questions and use different types of scientific enquiries • To set up simple practical enquiries, comparative and fair tests. • To make careful observations and, where appropriate, take accurate measurements. • To use straightforward scientific evidence to answer questions or to support their findings. • To record findings using simple scientific language and drawings. • To use results to draw simple conclusions. • To identify differences, similarities or changes related to simple scientific ideas	• To ask relevant questions and using different types of scientific enquiries to answer them. • To set up simple practical enquiries, comparative and fair tests. • To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. • To gather, record, classify and present data in a variety of ways to help in answering questions. • To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • To identify differences, similarities or changes related to simple scientific ideas and processes. • To use scientific evidence to answer questions or to support their findings.	• To plan different types of scientific enquiries to answer questions. • To take measurements, using a range of scientific equipment, with increasing accuracy and precision. • To use test results to make predictions to set up further comparative. • To report and presenting findings from scientific enquiries. • To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.	• To plan different types of scientific enquiries to answer questions, including recognising and controlling variables. • To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings if appropriate. • To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • To use test results to make predictions to set up further comparative and fair tests. • To report 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. • To identify scientific evidence that has been used to support or refute ideas or arguments.