

I am an Early Years **Scientist** because...



I can observe the natural world around me.



I can sort and classify.



I can make a prediction.

I know some similarities and differences in the natural world around me and other environments.

I understand some important processes and changes in the natural world around me.



I can draw pictures of animals and plants.

I know the different seasons.



I can solve simple problems.



I am a Year 1 Scientist because...



I can ask simple questions and recognise that they can be answered in different ways.



I can observe closely, using simple equipment.



I can perform simple tests.

I know how to describe materials.



I can identify and classify.

I know how animals survive.



I can use my observations and ideas to suggest answers to questions.

I know what a habitat is.

I know that seasons affects habitats.

I know how plants grow.



I can gather and record data to help in answering questions.



I am a Year 2 **Scientist** because...



I can ask simple questions and recognise that they can be answered in different ways.



I can identify and classify.



I can observe closely, using simple equipment.

I know what the life cycle of an animal is.



I can use my observations and ideas to suggest answers to questions.

I know why we choose materials to do certain jobs.

I know why and how objects move.



I can perform simple tests.

I know how new plants are made.



I can gather and record data to help in answering questions.



I am a Year 3 Scientist because...



I can ask relevant questions and use different types of scientific enquiries to answer them.



I can use straightforward scientific evidence to answer questions or to support their findings.



I can set up simple practical enquiries, comparative and fair tests.



I can make systematic and careful observations and, where appropriate, taking accurate measurements.



I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I know what a magnet is.

I know what the Earth is made from.

I know why we have a skeleton.

I know how I can identify materials based on their properties.

I know how plants make their food.

I know why you can see your reflection in a mirror but not the floor.



I can gather, record, classify and present data in a variety of ways to help in answering questions



I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.



I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.



I can identify differences, similarities or changes related to simple scientific ideas and processes.



I am a Year 4 Scientist because...



I can ask relevant questions and use different types of scientific enquiries to answer them.



I can use straightforward scientific evidence to answer questions or to support their findings.



I can set up simple practical enquiries, comparative and fair tests.



I can make systematic and careful observations and, where appropriate, taking accurate measurements.



I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I know what mixtures are and how they can be separated.



I can gather, record, classify and present data in a variety of ways to help in answering questions

I know how the body gets nutrients from food into the bloodstream.



I know how plants reproduce.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

I know what electrical circuits are and how they work.

I know what classification is.



I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.



I can identify differences, similarities or changes related to simple scientific ideas and processes.



I am a Year 5 **Scientist** because...



I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables.

I know how nutrients get to where they are needed in the body.



I can use test results to make predictions to set up further comparative and fair tests.



I can take measurements using a range of scientific equipment, with increasing accuracy and take repeat readings when appropriate.

I know what evolution is and how we know it happened.



I can report and present findings from enquiries, in oral and written forms such as displays and other presentations.

I know what Earth's address in space is.

I know how new substances are made.



I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I know how and why things move.



I can identify scientific evidence that has been used to support or refute ideas or arguments.



I am a Year 6 **Scientist** because...



I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables.



I can use test results to make predictions to set up further comparative and fair tests.



I can take measurements using a range of scientific equipment, with increasing accuracy and take repeat readings when appropriate.

I know why my shadow changes length.



I can report and present findings from enquiries, in oral and written forms such as displays and other presentations.

I know how Evolution happens.

I know how electrical circuits can be controlled.



I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I know how sound is produced.



I can identify scientific evidence that has been used to support or refute ideas or arguments.

