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# Working Scientifically – Year 3 and 4

| Year 3 | Year 4 |
|---|---|
| **Planning/Performing Tests**<br>• To ask a relevant question<br>• To begin to make some decisions about which scientific enquiries to use (pattern seeking, comparative/fair test, observation over time, classifying)<br>• To plan a simple fair test<br>• To plan a simple comparative test<br>• To begin to make and record a prediction before testing<br>• To set up simple practical enquiries<br>• To take accurate measurements using standard units<br>• To say what equipment they need to gather data<br>• To use a range of equipment to gather data<br>• To classify simple data | **Planning/Performing Tests**<br>• To ask relevant questions<br>• To make some decisions about which scientific enquiries to use (pattern seeking, comparative/fair test, observation over time, classifying)<br>• To plan a simple fair test and say when one is necessary<br>• To plan a simple comparative test<br>• To make and record predictions before they test<br>• Set up simple practical enquiries<br>• To take accurate measurements using standard units<br>• To say what equipment they need to gather data<br>• To use a range of equipment to gather data including data loggers and thermometers<br>• To group and classify things |
| **Observing**<br>• To begin to decide what observations to make<br>• To make careful observations<br>• To begin to observe changes over time<br>• To begin to notice patterns within tests | **Observing**<br>• To decide what observations to make<br>• To make systematic and careful observations<br>• To observe changes over time<br>• To notice naturally occurring patterns within tests<br>• To begin to identify relationships between data<br>• To observe similarities/differences or changes in their data |

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# Working Scientifically – Year 3 and 4

| Recording/Reporting Findings | Recording/Reporting Findings |
|---|---|
| • To record their findings in drawings, labelled diagrams and bar charts to begin to help answer questions<br>• To begin to use secondary sources of information to find things out (research)<br>• To record what they have found using simple scientific language<br><br>• To report on findings from their enquiries using oral and simple written explanations.<br>• To draw simple conclusions from their results and say these orally | • To record their findings in drawings, labelled diagrams, bar charts, keys and tables and use these to answer questions<br>• To use secondary sources of information to find things out (research)<br>• To record what they have found using simple scientific language<br><br>• To use straightforward scientific evidence to answer questions or to support findings<br>• To draw simple conclusions about what they found out<br>• To use scientific language to talk and write about what they found out.<br>• To raise further questions<br>• To suggest how to improve their enquiry if they did it again |