SAND
ACADEMIES TRUST

The Milestone School

MILESTONE WORKING SCIENTIFICALLY

The Milestone School

Outcomes

Asking Questions	
	▪ Ask simple questions ▪ Ask simple questions and recognise that they can be answered in different ways ▪ Ask simple questions and recognise that they can be answered in different ways including use of scientific language ▪ Ask relevant questions and use different types of scientific enquiries to answer them (Adult led) ▪ Ask relevant questions and plan different types of scientific enquiries to answer them ▪ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Drawing Conclusions	
	▪ Use results to draw simple conclusions ▪ Use results to draw simple conclusions and make predictions ▪ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ Describe their own and other people's scientific ideas related to topics ▪ Describe and evaluate their own and other people's scientific ideas related to topics ▪ Describe and evaluate their own and other people's scientific ideas related to topics, using evidence from a range of sources. ▪ Use straightforward scientific evidence to answer questions or to support his/her findings
Gathering and Recording Data	
	▪ Gather and record simple data ▪ Gather and record data to help in answering questions ▪ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ Gather and record data to help in answering questions including from secondary sources of information ▪ Orally report on findings from enquiries ▪ Report on findings from enquiries, including written explanations, displays or presentations of results and conclusions ▪ Identify scientific evidence that has been used to support or refute ideas or arguments
Identifying and Classifying	
	▪ Identify differences and similarities ▪ Identify differences, similarities or changes related to simple scientific ideas and processes ▪ Group and classify things and recognise patterns ▪ Gather, record, classify and present data in a variety of ways to help in answering questions ▪ Use test results to make predictions to set up further comparative and fair tests
Observing	
	▪ Observe closely ▪ Use his/her observations and ideas to suggest answers to questions ▪ Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns ▪ Use his/her observations and ideas to draw simple conclusions
Performing Tests	
	▪ Perform simple tests ▪ Perform simple comparative tests ▪ Perform fair tests ▪ Set up simple comparative tests and fair tests
Using Equipment	
	▪ Observe closely ▪ Use simple equipment to observe closely ▪ Use simple equipment to observe closely including changes over time ▪ Take measurements, using a range of scientific equipment ▪ Take measurements, using a range of scientific equipment, with increasing accuracy and precision ▪ Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs