



Interpreting and Conclusion

6	Look for patterns and relationships using a suitable sample. Use oral and written forms such as displays to report conclusions, casual relationships and give an explanation of the degree of trust in their results.
	Children can pose further questions which can be answered by extending the enquiry. Makes suggestions for ideas that can be explored using pattern seeking. Can spot anomalies and identify results that do not fit the overall pattern. Use data to refute or support ideas or arguments. Focuses on scientific reasons for overall pattern rather than a comparison. Uses labelled diagrams to support their explanation. Use ideas from secondary sources to support their ideas, choosing appropriate websites. Create detailed models to explain processes such as circulatory system and lifecycles.
5	Identify patterns and casual relationships that may be found in the natural environment. Children interpret data to generate simple comparative statements based on evidence. Use results to draw conclusions and can identify external factors that cannot be controlled e.g. temperature inside and outside. Use scientific language and illustrations to discuss, communicate and justify scientific ideas. Use results to make predictions and identify whether further observations, comparative tests, fair tests, pattern seeking, or research might be needed. Can use comparative statements to explain results and how things work. Evaluate how effectively variables were controlled and what they may do to improve the enquiry.
	Draws simple conclusions from results to answer questions and support their ideas. Look for casual relationships in data and identify evidence that refutes/supports ideas. Report on findings to an audience orally and in writing using appropriate scientific vocabulary for a range of audiences.
4	Children use evidence to suggest values for different items tested using the same method. Draw conclusions based on straightforward evidence and current subject knowledge to support their findings, Suggest improvements and raise further questions.
	Begin to look for naturally occurring patterns and relationships from data. Draws conclusions based on observations. Can compare something using results and the conclusion is consistent with the data.
3	Able to adjust opinion and predictions based on results. Can give reasons for results including any anomalies. Uses findings and results to answer questions raised. Use simple scientific language to discuss ideas and communicate their findings in ways appropriate for different audiences orally and written. Apply their knowledge of the topic when evaluating. Explain any amendments and how this impacted the investigation/test.
	Communicate findings to an audience using relevant scientific language and illustrations. Can identify casual relationships and patterns in results.
2	Can identify which results do not fit the overall pattern and explain findings. Refers to the table of results when describing what has happened. Draws a basic conclusion (with support from the teacher) using own scientific knowledge, observations and comparisons. Uses results of investigations to answer enquiry questions.
	Can use evidence from simple tests when answering questions. With help begin to notice patterns and relationships. Talk about what they have found out and how they found it out. Can make comparisons and recognise biggest/smallest, most effective/least effective from data. Can use simple models to explain processes e.g. seasonal changes, lifecycles.
1	Offer explanations for why things happen- making use of some recently introduced scientific vocabulary. Develop own narrative and explain by connecting ideas or events. Develop vocabulary which meets the breadth of their experiences

Use basic writing frames, sequencing or pictures to explain what has happened.