

Science Progression Grid - Working Scientifically

EYFS	Year 1	Year 2	Year 3-4	Year 4-5	Year 5-6
What do we want children to know and remember? (Vocabulary is shown in bold, minimum learning highlighted in yellow)					
<p>Children know about similarities and differences in relation to materials and living things.</p> <p>Talk about the features of the immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about the changes.</p>	<p>Asking simple questions and recognising they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help answering questions.</p>	<p>Asking simple questions and recognising they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help answering questions.</p>	<p>Begin to ask relevant questions and use different types of scientific enquiries to answer them</p> <p>With some independence, set up simple practical enquiries, comparative and fair tests including: observing changes over time in the local environment across seasons of the year and grouping and classifying and finding things out using a secondary source of information classification keys to identify different plants and animals and noticing/observing patterns.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables</p> <p>With some independence, report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying some differences, similarities or changes related to simple scientific ideas and processes</p> <p>With support, use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Continue to ask relevant questions and use different types of scientific enquiries to answer them</p> <p>With greater independence, set up simple practical enquiries, comparative and fair tests including: observing changes over time in the local environment across seasons of the year and grouping and classifying and finding things out using a secondary source of information classification keys to identify different plants and animals and noticing/observing patterns.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables</p> <p>With greater independence, report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Continue to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>With growing independence, use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Plan different types of scientific enquires to answer questions including and recognising controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predications to set up further and comparative fair tests.</p> <p>Report and present findings from enquires including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Scientific enquires including: Group and classify things. Carry out comparative and fair tests.</p> <p>Observe changes over different periods of time. Draw conclusions based on data and observations. Use evidence to justify ideas. Noticing patterns. Finding things out using wider range if secondary sources.</p>