

## National Curriculum Science Progression – Working Scientifically

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning and Enquiring Planning	Without prompting ask a few simple questions about the world around us.	Asking <b>simple</b> questions about the world around us.  Begin to recognise that they can be answered in different ways	Asking <b>simple</b> questions about the world around us.  Recognise that they can be answered in different ways	Ask <b>some</b> relevant questions and use different types of scientific enquiries to answer them.  <b>Begin</b> to explore everyday phenomena and the relationships between living things and familiar environments.  <b>Begin</b> to develop their ideas about functions, relationships and interactions.  <b>Begin</b> to raise their own questions about the world around them.  <b>Begin</b> to make <b>some</b> decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.	<b>Ask relevant</b> questions and use different types of scientific enquiries to answer them.  <b>Explore</b> everyday phenomena and the relationships between living things and familiar environments.  <b>Begin</b> to develop their ideas about functions, relationships and interactions.  Raise their own questions about the world around them.  Make <b>some</b> decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.	<b>Begin</b> to <b>plan</b> different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  <b>Begin</b> to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.  <b>Begin</b> to recognise <b>some</b> more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.  <b>Begin</b> to recognise some scientific ideas change and develop over time.  <b>Begin</b> to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)	<b>Plan</b> different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  <b>Explore</b> and <b>talk</b> about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.  <b>Begin</b> to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.  <b>Recognise</b> scientific ideas change and develop over time.  <b>Select</b> the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)

Observing, Measuring and Pattern Seeking	<p>With support, begin to observe closely, using simple equipment.</p>	<p><b>Begin</b> to observe closely, using simple equipment.</p> <p>Use <b>simple</b> observations and ideas to suggest answers to questions.</p> <p>To observe simple changes over time and, <b>with guidance</b>, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To <b>begin</b> to learn how to use simple equipment safely.</p> <p>Use <b>some</b> simple measurements and equipment <b>with support</b>.</p>	<p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>To observe changes over time and, <b>with guidance</b>, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use <b>simple</b> equipment safely.</p> <p>Use <b>simple</b> measurements and equipment with <b>increasing independence</b>.</p>	<p><b>Begin</b> to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>Begin</b> to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p><b>Help</b> to make some decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p><b>Begin</b> to choose from a selection of equipment.</p> <p><b>Learn</b> to use some new equipment appropriately.</p> <p><b>Begin</b> to see a pattern in my results.</p> <p><b>Begin</b> to observe and measure accurately using standard units including time in minutes and seconds, reading cm, m, cl, l, °C.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p> <p><b>Begin</b> to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p><b>Learn</b> to use new equipment appropriately.</p> <p>I can see a pattern in my results.</p> <p>I can choose from a selection of equipment.</p> <p>I can observe and measure accurately using standard units including time in minutes and seconds.</p>	<p><b>Begin</b> to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p><b>Begin</b> to identify patterns that might be found in the natural environment.</p> <p><b>Begin</b> to make my own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.</p> <p>Choose the most appropriate equipment and explain how to use it accurately.</p> <p><b>Begin</b> to interpret data and find patterns.</p> <p>Select equipment on my own.</p> <p>I can make a set of observations and say what the interval and range are.</p> <p><b>Begin</b> to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup>V, km/h, m per sec, m/ sec Graphs – pie, line</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Identify patterns that might be found in the natural environment.</p> <p>Make my own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.</p> <p>Choose the most appropriate equipment and explain how to use it accurately.</p> <p>I can interpret data and find patterns.</p> <p>Select equipment on my own.</p> <p>I can make a set of observations and say what the interval and range are.</p> <p>Accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup>V, km/h, m per sec, m/ sec Graphs – pie, line, bar</p>
Investigating	<p>To <b>begin</b> to discuss my ideas about how to find things out.</p>	<p>Perform simple tests <b>with support</b>.</p> <p>To <b>begin</b> to discuss my ideas about how to find things out.</p> <p>To <b>begin</b> to say what happened in my/our investigation (work as a class/group).</p>	<p>Perform simple tests.</p> <p>To discuss my ideas about how to find things out.</p> <p>To say what happened in my investigation.</p>	<p>Set up <b>some simple</b> practical enquiries, comparative and fair tests.</p> <p><b>Begin</b> to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p><b>Begin</b> to think of more than one variable factor.</p>	<p>Set up <b>simple</b> practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>I can think of more than one variable factor.</p>	<p><b>Begin</b> to use test results to make predictions to set up further comparative and fair tests.</p> <p><b>Begin</b> to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p><b>Begin</b> to suggest improvements to my method and give reasons.</p> <p><b>Begin</b> to decide when it is appropriate to do a fair test.</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons.</p> <p>Decide when it is appropriate to do a fair test.</p>

Recording and Reporting Findings	<p>Gather and record data <b>with adult support</b>, to help in answering questions.</p>	<p>Gather and record data <b>with some adult support</b>, to help in answering questions.</p> <p><b>Begin</b> to record simple data.</p> <p><b>Begin</b> to record and communicate their findings in a range of ways.</p> <p>As part of the class I can show my results in a simple table that <b>my teacher has provided</b>.</p>	<p>Gather and record data to help in answering questions.</p> <p>Record simple data.</p> <p>Record and communicate their findings in a range of ways.</p> <p>I can show my results in a table that my teacher has provided.</p>	<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p><b>Begin</b> to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p><b>Begin</b> to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>Begin</b> to use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p><b>Begin</b> to record results in tables and bar charts.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>I can record results in tables and bar charts.</p>	<p><b>Begin</b> to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p><b>Begin</b> to report and present findings from enquiries.</p> <p><b>Begin</b> to decide how to record data from a choice of familiar approaches.</p> <p><b>Begin</b> to choose how best to present data.</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Report and present findings from enquiries.</p> <p>Decide how to record data from a choice of familiar approaches.</p> <p>I can choose how best to present data.</p>
Vocabulary	<p><b>Begin</b> to use some science words.</p>	<p>Use <b>some</b> simple scientific language.</p> <p><b>Begin</b> to use some science words.</p>	<p>Use simple scientific language and some science words to talk about what they have found out.</p> <p>To read and spell scientific vocabulary consistent with my increasing word reading and spelling knowledge.</p>	<p><b>Begin</b> to use some scientific language to talk and, later, write about what they have found out.</p> <p>To read and spell scientific vocabulary correctly and consistently with my growing word reading and spelling knowledge.</p>	<p>To <b>begin</b> to use relevant scientific language to discuss their ideas and communicate my findings in ways that are appropriate for different audiences.</p> <p>Use <b>some</b> scientific language to talk and, later, write about what I have found out.</p> <p>To read and spell scientific vocabulary correctly and consistently with my growing word reading and spelling knowledge.</p>	<p>I am <b>beginning</b> to read, spell and pronounce scientific vocabulary correctly.</p> <p>I am <b>beginning</b> to use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p>	<p>Read, spell and pronounce scientific vocabulary correctly.</p> <p>Use relevant scientific language. And illustrations to discuss, communicate and justify scientific ideas.</p> <p>Can confidently use a range of scientific vocabulary.</p>

Identifying, Grouping and Classifying	Identify and classify simple things with support.	Identify and classify <b>with some support</b> .  To <b>begin</b> to observe and identify, compare and describe.  To <b>begin</b> to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.	Identify and classify.  Observe and identify, compare and describe.  Use <b>simple</b> features to compare objects, materials and living things and, with help, decide how to sort and group them.	<b>Begin</b> to identify differences, similarities or changes related to simple scientific ideas and processes.  <b>Begin</b> to talk about criteria for grouping, sorting and classifying and use simple keys.  <b>Begin</b> to compare and group according to behaviour or properties, based on testing.	Identify differences, similarities or changes related to simple scientific ideas and processes.  Talk about criteria for grouping, sorting and classifying and use <b>simple</b> keys.  Compare and group according to behaviour or properties, based on testing.	<b>Begin</b> to use and develop keys and other information records to identify, classify and describe living things and materials.	Use and develop keys and other information records to identify, classify and describe living things and materials.
Research	To begin to find information to help me from books and computers with help.	As a class or group, <b>begin</b> to use simple secondary sources to find answers.  As part of a class or group, <b>begin</b> to find information to help me from books and computers with help.	Use <b>simple</b> secondary sources to find answers.  Can find information to help me from books and computers with help.	<b>Begin</b> to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.	<b>Begin</b> to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.	<b>Begin</b> to recognise which secondary sources will be most useful to research their ideas.	Recognise which secondary sources will be most useful to research their ideas.

Conclusions	<p><b>Begin</b> to talk about what they have found out and how they found it out.</p>	<p><b>Begin</b> to talk about what I have found out and how I found it out.</p> <p>To <b>begin</b> to say what happened in the investigation.</p> <p>To <b>begin</b> to say whether I was surprised at the results or not.</p>	<p>Talk about what I have found out and how I found it out.</p> <p>To say what happened in my investigation.</p> <p>To say whether I was surprised at the results or not.</p> <p>To say what I would change about my investigation.</p>	<p>I am <b>beginning to</b> use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>I am <b>beginning to</b> use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>With help</b>, I am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p><b>With support</b>, I am beginning to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>I am beginning to say how I could make it better.</p>	<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>With help</b>, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p><b>With support</b>, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>I can say how I could make it better.</p>	<p>I am <b>beginning</b> to report and present findings from enquiries, 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><b>Begin</b> to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>Begin</b> to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p><b>Begin</b> to use test results to make predictions to set up further comparatives and fair tests.</p>	<p>Reporting and presenting findings from enquiries, 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>Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Use test results to make predictions to set up further comparatives and fair tests.</p> <p>Use their results to identify when further tests and observations are needed.</p>
Understanding	<p><b>With support</b>, can begin to talk about how science helps us in our daily lives eg. torches and lights help us see when it is dark.</p>	<p>Can <b>begin</b> to talk about how science helps us in our daily lives.</p> <p>I am <b>beginning to</b> understand science can sometimes be dangerous.</p>	<p>Can talk about how science helps us in our daily lives.</p>	<p><b>Begin</b> to know which things in science have made our lives better.</p>	<p>Knows which things in science have made our lives better.</p>	<p>I am <b>beginning</b> to talk about how scientific ideas have changed over time.</p> <p>I am <b>beginning</b> to explain the positive and negative effects of scientific development.</p> <p>I am <b>beginning</b> to see how science is useful in everyday life.</p>	<p>Can talk about how scientific ideas have changed over time.</p> <p>Can explain the positive and negative effects of scientific development.</p> <p>Can see how science is useful in everyday life.</p>