

Science Progression

Through a variety of topics, children will develop the following **Working Scientifically** skills.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking questions		Asking simple questions and recognising they can be answered in several ways.		Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.		Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	
Measuring and recording	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Children make observations of animals and plants and explain why some things occur, and talk about changes, (ELG14)	Observing closely, using simple equipment. Performing simple tests. Gathering and recording data to help in answering questions.		Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.		Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
Concluding		Identifying and classifying. Using their observations and ideas to suggest answers to questions.		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.		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. Identifying scientific evidence that has been used to support or refute ideas or arguments.	

Evaluating			Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Using test results to make predictions to set up further comparative and fair tests.
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