CROPREDY CE PRIMARY SCHOOL

WORKING SCIENTIFICALLY PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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 from the national curriculum	Ask relevant questions and use different types of scientific enquiries to answer them	Ask relevant questions and use different types of scientific enquiries to answer them	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary
Use simple equipment to observe closely.	Use simple equipment to observe closely including changes over time (Year 2 focus). (Working Scientifically)	Set up simple practical enquiries, comparative and fair tests	Set up simple practical enquiries, comparative and fair tests	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary
Perform simple tests.	Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers)	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Identify and classify	Perform simple comparative tests	Gather, record, classify and present data in a variety of ways to help in answering questions	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	Use test results to make predictions to set up further comparative and fair tests
Use his/her observations and ideas to suggest answers to questions	Identify, group and classify	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Report and present findings from enquiries, including conclusions, causal relationships and explanations of and	Report and present findings from enquiries, including conclusions, causal relationships and explanations of and

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				degree of trust in results, in oral and written forms such as displays and other presentations	degree of trust in results, in oral and written forms such as displays and other presentations
Gather and record data to help in answering questions	Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Identify scientific evidence that has been used to support or refute ideas or arguments	Identify scientific evidence that has been used to support or refute ideas or arguments
	Gather and record data to help in answering questions including from secondary sources of information)	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus). (Working Scientifically)		Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
		Identify differences, similarities or changes related to simple scientific ideas and processes	Identify differences, similarities or changes related to simple scientific ideas and processes		Group and classify things and recognise patterns.
		Use straightforward scientific evidence to answer questions or to support his/her findings	Use straightforward scientific evidence to answer questions or to support his/her findings		Find things out using a wide range of secondary sources of information.
			Use straightforward scientific evidence to answer questions or to support his/her findings		Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.