## **CROPREDY CE PRIMARY SCHOOL**



## **WORKING SCIENTIFICALLY PROGRESSION**

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

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				degree of trust in results,	degree of trust in results,
				in oral and written forms	in oral and written forms
				such as displays and other	such as displays and other
				presentations	presentations
Gather and record data to	Use his/her observations	Report on findings from	Report on findings from	Identify scientific evidence	Identify scientific evidence
help in answering	and ideas to suggest	enquiries, including oral	enquiries, including oral	that has been used to	that has been used to
questions	answers to questions	and written explanations,	and written explanations,	support or refute ideas or	support or refute ideas or
	noticing similarities,	displays or presentations	displays or presentations	arguments	arguments
	differences and patterns	of results and conclusions	of results and conclusions		
	Gather and record data to	Use results to draw simple	Use results to draw simple		Describe and evaluate
	help in answering	conclusions, make	conclusions, make		their own and other
	questions including from	predictions for new values,	predictions for new values,		people's scientific ideas
	secondary sources of	suggest improvements	suggest improvements		related to topics in the
	information)	and raise further questions	and raise further questions		national curriculum
			(Year 4 focus). (Working		(including ideas that have
			Scientifically)		changed over time), using
					evidence from a range of
					sources.
		Identify differences,	Identify differences,		Group and classify things
		similarities or changes	similarities or changes		and recognise patterns.
		related to simple scientific	related to simple scientific		
		ideas and processes	ideas and processes		
		Use straightforward	Use straightforward		Find things out using a
		scientific evidence to	scientific evidence to		wide range of secondary
		answer questions or to	answer questions or to		sources of information.
	<u> </u>	support his/her findings	support his/her findings		
			Use straightforward		Use appropriate scientific
			scientific evidence to		language and ideas from
			answer questions or to		the national curriculum to
			support his/her findings		explain, evaluate and
					communicate his/her
					methods and findings.