

Progression in Science: Working Scientifically

		Years 1 & 2	Years 3 & 4	Years 5 & 6
Working Scientifically	Asking questions	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
	Measuring and recording	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Observe closely using simple equipment. Perform simple tests. Gather and record data to help in answering questions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gather, record, classify and present data in a variety of ways to help in answering questions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
	Concluding	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify and classify. Use their observations and ideas to suggest answers to questions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes. Report on findings from enquiries, including oral and written explanations, displays or presentations or results and conclusions. Use straightforward scientific evidence to answer questions or to support their findings. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, on oral and written forms such as displays and other presentations.
	Evaluating	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explain what happened in an investigation and compare this with what was predicted. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests.



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