

Working Scientifically Progression

Science	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically Planning	<p>Ask simple questions when prompted.</p> <p>Suggest ways of answering a question.</p> <p>Use our school's investigation planning sheets to plan as a whole class.</p>	<p>Ask simple questions.</p> <p>Recognise that questions can be answered in different ways.</p> <p>Use our school's investigation planning sheets to plan as a whole class and certain strands in small groups.</p>	<p>Ask relevant questions when prompted.</p> <p>Use different types of scientific enquiry to answer them.</p> <p>Set up simple and practical enquiries, comparative and fair tests with some support.</p> <p>Use our school's investigation planning sheets to plan as a class and as a group.</p>	<p>Ask relevant questions.</p> <p>Use different types of scientific enquiries to answer their questions.</p> <p>Set up simple and practical enquiries, comparative and fair tests.</p> <p>Use our school's investigation planning sheets to plan as a class, small groups and independently.</p>	<p>Plan different types of scientific enquiries to answer questions.</p> <p>With prompting, recognise and control variables where necessary.</p> <p>Use our school's investigation planning sheets to plan in a range of contexts.</p>	<p>Plan different types of scientific enquiries to answer questions.</p> <p>Recognise and control variables independently.</p> <p>Use our school's investigation planning sheets to plan in a range of contexts.</p>
Working Scientifically Enquiry and Testing	<p>Make relevant observations using simple equipment.</p> <p>Conduct simple tests, with support.</p> <p>Identify and classify with guidance.</p>	<p>Observe closely, using simple equipment.</p> <p>Begin to recognise when a test or comparison is unfair</p>	<p>Make systematic and careful observations, using simple equipment.</p> <p>Use standard units when taking measurements.</p> <p>Carry out a fair test with support recognise and explain why it is a fair test.</p>	<p>Make systematic and careful observations using a range of equipment, including thermometers.</p> <p>Take accurate measurements using standard units, where appropriate.</p> <p>Pupils begin to vary one factor while keeping others the same.</p>	<p>Previous year group and:</p> <p>Select, with prompting, and use appropriate equipment to take readings.</p> <p>Take precise measurements using standard units.</p>	<p>Previous year group and:</p> <p>Take measurements with increasing accuracy and precision.</p> <p>Take repeat readings when appropriate.</p>

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				Decide on an appropriate approach in their own investigations to answer questions describe which factors they are varying and which will remain the same explaining why.	Begin to understand the need for repeat readings.	
Working Scientifically Observing and Recording	Gather and record finding using visuals and written text using simple scientific language. Use their observations and ideas to suggest answers to simple questions.	Record and communicate their findings in a range of ways. Suggest how to find things out Identify key features. With prompting, suggest conclusions from enquiries. Suggest how findings could be reported.	Use pictures, writing, diagrams and tables as directed by teacher Record their observations in written, pictorial and diagrammatic forms. Report on findings from enquiries, including oral and written explanations, of results and conclusions.	Record observations, comparisons and measurements using tables and bar charts. Begin to plot points to form a simple graph Use graphs to point out and interpret patterns in their data	Take and process repeat readings. Record data using labelled diagrams, keys, tables and charts. (including line graphs). Begin to explain anomalous data. With prompting, report and present findings from enquiries, including conclusions and causal relationships.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs. Choose scales for graphs which show data and features effectively. Explain anomalous data. Report and present findings from enquiries, including conclusions and causal relationships.

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<p>Working Scientifically Vocabulary</p>	<p>questions, answers, equipment, gather, measure, record, results sort, group, test, explore, observe, compare, describe, similar/ities, different/ces,</p>	<p>Previous vocab, and: observe changes over time, notice patterns, secondary sources, identify, classify, data</p>	<p>Previous vocab, and: comparative tests, fair tests, accurate, observations, equipment, conclusions, predictions, support</p>	<p>Previous vocab, and: enquiry types increase, decrease, independent variable, dependent variable identify, classify, order, notice patterns, relationships, appearance,</p>	<p>Previous vocab, and: controlled variable, accuracy, precision,</p>	<p>Previous vocab, and: Opinion, fact, anomaly</p>
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