

Grimsargh St Michael's CE Primary School

Working scientifically progression KS1 and KS2

EYFS	<ul style="list-style-type: none"> • Talk about and draw pictures about what they have seen • Find things that are similar and different • Sort uses senses and match • Ask a question • Talk to people about what they do • Talk to people about how things work • Work with others on a science task • With help follow movements to act out the science they are learning about • Come up with new things to try/test • Use simple equipment to make observations • With prompts say what they have seen/what has happened • Build up resilience and try different ideas 					
Year group/Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions	<ul style="list-style-type: none"> • Ask simple questions 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways 	<ul style="list-style-type: none"> • Ask questions and understand there are different enquiry types they could use to answer them 	<ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiry to answer them 	<ul style="list-style-type: none"> • Ask scientific questions and begin to understand which questions would be best suited to each enquiry type 	<ul style="list-style-type: none"> • Ask relevant scientific questions and choose which enquiry type would be best suited to answer them
Plan	<ul style="list-style-type: none"> • Verbally state what they are going to investigate 	<ul style="list-style-type: none"> • Make simple predictions based on a question • Identify what they will change and keep the same 	<ul style="list-style-type: none"> • Make relevant predictions • Identify what they will change, observe and keep the same <ul style="list-style-type: none"> • With support, set up simple practical enquiries 	<ul style="list-style-type: none"> • Make predictions based on simple scientific knowledge <ul style="list-style-type: none"> • Identify what they will change, observe or measure and keep the same 	<ul style="list-style-type: none"> • Make predictions based on scientific knowledge <ul style="list-style-type: none"> • With support, plan different types of scientific enquiry. Where appropriate, identify the dependent, 	<ul style="list-style-type: none"> • Make predictions based on scientific knowledge <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling

				<ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests 	independent and controlled variables	variables where necessary
Make observations	<ul style="list-style-type: none"> • Observe closely 	<ul style="list-style-type: none"> • Observe closely, using simple equipment 	<ul style="list-style-type: none"> • Begin to use scientific equipment to make observations 	<ul style="list-style-type: none"> • Make systematic and careful observations 	<ul style="list-style-type: none"> • Use a range of scientific equipment to make systematic and careful observations 	<ul style="list-style-type: none"> • Use a range of scientific equipment to make systematic and careful observations with increased complexity
Take measurements	<ul style="list-style-type: none"> • Carry out simple tests using nonstandard measurements when appropriate 	<ul style="list-style-type: none"> • Perform simple tests using standard units when appropriate 	<ul style="list-style-type: none"> • Carry out tests and simple experiments and take measurements using standard units 	<ul style="list-style-type: none"> • Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	<ul style="list-style-type: none"> • Take accurate measurements using a range of scientific equipment. Start to take repeat readings when appropriate 	<ul style="list-style-type: none"> • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Gather, record and classify data	<ul style="list-style-type: none"> • Gather and record simple data • Sort objects and living things into groups based on simple properties 	<ul style="list-style-type: none"> • Gather and record data to help in answering questions • Identifying and classifying 	<ul style="list-style-type: none"> • Gather and record data in different ways to help answer questions • Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables 	<ul style="list-style-type: none"> • Gather, record and classify data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> • Gather, record and classify data with increasing complexity to help in answering questions • Record data using scientific diagrams and labels, classification keys, tables, bar and line graphs 	<ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Present findings	<ul style="list-style-type: none"> • Explain what they found out to an adult or a partner 	<ul style="list-style-type: none"> • Talk about what they have found out and how they found it out. (non-statutory) 	<ul style="list-style-type: none"> • Report on findings from enquiries, including oral and written explanations 	<ul style="list-style-type: none"> • Report on findings from enquiries, including oral and written explanations, 	<ul style="list-style-type: none"> • Report and present findings from enquiries, including conclusions 	<ul style="list-style-type: none"> • Report and present findings from enquiries, including conclusions, causal

				displays or presentations of results and conclusions	<ul style="list-style-type: none"> • Begin to identify causal relationships in oral and written forms such as displays and other presentations 	relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
Answer questions and make conclusions	<ul style="list-style-type: none"> • Answer simple questions 	<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> • Make simple conclusions <ul style="list-style-type: none"> • Use results, findings or observations to answer questions 	<ul style="list-style-type: none"> • Use straightforward scientific evidence to answer questions or to support their findings • Use results to draw simple conclusions • Begin to identify differences, similarities or changes related to simple ideas or processes 	<ul style="list-style-type: none"> • Use scientific evidence to answer questions • Make conclusions based on scientific evidence and from their own testing and findings • Identify differences, similarities or changes related to simple ideas or processes 	<ul style="list-style-type: none"> • Use scientific evidence to answer questions • Make conclusions based on scientific evidence and from their own testing and findings • Identify scientific evidence that has been used to support or refute ideas or arguments
Evaluate (KS2 only)			<ul style="list-style-type: none"> • Suggest questions for further investigation 	<ul style="list-style-type: none"> • Begin to make predictions for new values, suggest improvements and raise further questions 	<ul style="list-style-type: none"> • Make predictions for new values, suggest improvements and raise further questions 	<ul style="list-style-type: none"> • Use test results to make predictions to set up further comparative and fair test <ul style="list-style-type: none"> • Suggest investigation improvements including accuracy of results

						<ul style="list-style-type: none">• Provide some simple examples of how to extend the investigation
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