

<u>Progression Document - working scientifically</u>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	Finding ways to	Asking simple	Asking simple	Asking relevant	Asking relevant	<mark>Planning</mark>	<mark>Planning</mark>
	solve problems	<mark>questions and</mark>	questions and	questions and	questions and	different types	<mark>different types</mark>
		recognising	recognising that	using different	using different	<mark>of scientific</mark>	<mark>of scientific</mark>
		that they can	they can be	types of scientific	types of scientific	<mark>enquiries to</mark>	<mark>enquiri</mark> es to
	<mark>Mak</mark> ing	be answered	answered in	<mark>enquiries to</mark>	enquiries to	<mark>answer</mark>	<mark>answer</mark>
	<mark>predi</mark> ctions	in different	different ways	answer them	answer them	<mark>questions,</mark>	<mark>questions,</mark>
		ways				<mark>including</mark>	including
	Testing <mark>their i</mark> dea <mark>s</mark>		Observing	Setting up simple	Setting up	recognising and	recognising and
		Observing	closely, using	<mark>practical</mark>	simple practical	<mark>controlling</mark>	<mark>controlling</mark>
	Developing ideas	closely, using	<mark>simple</mark>	<mark>enquiries,</mark>	enquiries,	variables where	<mark>variables where</mark>
	of grouping,	<mark>simple</mark>	equipment	<mark>comparative</mark>	comparative	<mark>necessary</mark>	<mark>necessary</mark>
	sequences,	equipment		and fair tests	and fair tests		
	use and effect		Perfor <mark>ming</mark>			Taking Taking	<mark>Taking</mark>
	planning, making	Performing Performing	<mark>simp</mark> le tests	Making systematic	Making	measurements,	measurements,
	decisions about	simple <mark>tests</mark>		<mark>and careful</mark>	systematic and	using a range of	using a range of
	how to approach a		Identifying and	observations and,	careful	<mark>scientific</mark>	<mark>scientific</mark>
	task,	Identifying	classifying	<mark>where</mark>	observations	<mark>equipment, with</mark>	equipment, with
	solve a problem	and classifying		<mark>appropriate,</mark>	and, where	increasing	increasing
	<mark>and</mark>		Using their	taking accurate	appropriate,	accuracy and	accuracy and
	reach a goal	<mark>Using their</mark>	observations and	measurements	taking accurate	precision, taking	precision, taking
	checking how well	observations	ideas to suggest	using standard	measurements	repeat readings	repeat readings
	their activities are	and ideas <mark>to</mark>	answers to	<mark>units, using a</mark>	using standard	<mark>when</mark>	<mark>when</mark>
	working	suggest	questions	range of	units, using a	appropriate	<mark>appropriate</mark>
	changing strategy	answers to		<mark>equipment,</mark>	range of		
	needed	questions	Gathering and	including	equipment,	Recording data	Recording data
	reviewing how		recording data to	<mark>thermometers</mark>	including	and results of	and results of
	well the approach	Gathering	help in	and data loggers	thermometers	increasing	increasing
	worked	and recording	<mark>answ</mark> ering		and data loggers	complexity using	complexity using
		data to help	questions	Gathering,		scientific	scientific
				recording,		diagrams and	diagrams and
				classifying and		labels,	labels,

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		presenting data in	Gathering,	classification keys,	classification keys,
		a variety of ways	recording,	tables, scatter	tables, scatter
		to help in	classifying and	graphs, bar and	graphs, bar and
		answering	presenting data	<mark>line</mark>	line .
		questions	in a variety of	graphs	graphs graphs
			ways to help in		
		Recording Property of the Recording Property	answering	Using test results	Using test results
		findings using	questions	<mark>to make</mark>	to make
		<mark>simple scientific</mark>		predictions to set	predictions to set
		<mark>language,</mark>	Recording	up further	up further
		<mark>drawings, labelled</mark>	findings using	comparative and	comparative and
		<mark>diagrams, keys,</mark>	simple scientific	fair tests	fair tests
		<mark>bar charts, and</mark>	language,		
		<mark>tables</mark>	drawings,	Reporting and	Reporting and
			labelled	presenting	presenting
		Reporting on	diagrams, keys,	findings from	findings from
		findings from	bar charts, and	enquiries,	enquiries,
		enquiries,	tables	including	including
		including oral and		conclusions,	conclusions,
		written	Reporting on	causal	causal
		explanations,	findings from	relationships and	relationships and
		displays or	<mark>enquiries,</mark>	explanations of	explanations of
		presentations of	including oral	and a degree of	and a degree of
		results and	and written	trust in results, in	trust in results, in
		conclusions	<mark>explanations,</mark>	oral and written	oral and written
			<mark>displays or</mark>	forms such as	forms such as
			presentations of	displays and other	displays and other
		Using results to	results and	presentations	presentations
		draw simple	Conclusions		
		conclusions,		Identifying	Identifying
		make	Using results to	scientific evidence	scientific evidence
		predictions for	<mark>draw simple</mark>	that has been	that has been
		new values,	<mark>conclusions</mark> ,	used to support or	used to support or
		suggest	<mark>make</mark>	refute ideas or	refute ideas or
		improvements	predictions for	arguments	arguments
		and raise further	new values,	G	0
		questions	suggest		
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		improvements
	Identifying	and raise further
	differences,	<mark>questions</mark>
	similarities or	
	changes related to	Identifying
	simple scientific	differences,
	ideas	similarities or
	and processes	changes related
		to simple
	Using	scientific ideas
	straightforward	and processes
	scientific evidence	
	to answer	Using
	questions or to	straightforward
	support their	scientific
	findings.	evidence to
		answer questions
		or to support
		their findings.