



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking questions	- Can discuss what they can see from objects or pictures. - Ask questions about aspects of their familiar world. - Predict (simple guess) what they think might happen.	- Is able to ask simple questions (modelled by teacher). - Is beginning to spell and use scientific words when asking and answering questions. - Can create simple predictions based on what they think will happen.	- Is able to ask simple questions and recognise they can be answered in different ways (<i>e.g. Do all living things prefer the same living conditions?</i>).	- Can ask relevant questions.	- Ask relevant questions and use different types of scientific enquiries to answer them.	- To recognised controlled variables where necessary. - Explore and talk about their ideas based around a scientific enquiry. - Can plan different types of scientific enquiries based on a question. - Is able to research about scientists and scientific concepts and relate this knowledge to a line of enquiry.	- Accurately using scientific vocabulary, they can explore and talk about their ideas based around a scientific enquiry. - Independently plan different types of scientific enquiries based on a question. - Ask their own questions about scientific phenomena.
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Planning and observing	- Think about a variety of ideas for testing (might not be realistic or appropriate). - Describe what is happening in	- Observe changes over time (<i>e.g. how their height changes or changes to UV beads based over a day</i>).	- Observe closely changes over time (<i>e.g. how are rocks formed?</i>). - beginning to recognise patterns.	- Is beginning to create lines of enquiry/hypotheses and make predictions. - Is able to set up simple practical enquiries.	- Is able to create a line of enquiry/hypothesis and make an informed/reasoned prediction. - Can set up practical enquiries,	- Planning different types of scientific enquiries. - can explore and talk about their ideas.	- Can independently plan different types of scientific enquiries. - Can independently



	the world around them.	- Ask and answer simple questions based on their observations. - Is able to use simple equipment to carry out a test (e.g. hand lens/timer).	- Has the ability to independently suggest criteria for sorting objects. - recognising patterns and using this when explaining their thinking.	- Beginning to look at natural occurring patterns and relationships. - To be supported through making systematic and careful observations using notes and simple tables.	comparative and fair tests. - Can make systematic and careful observations using notes and tables.	- can recognise and controlling variables where necessary. - Is beginning to understand different types of scientific enquiry and when to use them. - Is beginning to use more complex methods of data presentation (e.g. classification keys, line graphs etc.).	recognise and controlling variables where necessary. - Has the ability to decide on what observations to make and when to repeat them taking note of anomalies. - Is able to decide on a control test and use this to compare the results of an investigation.
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Measuring and recording	- Can make comparisons between things that are familiar (bigger/smaller). - Record ideas simply (pictures/images)	- Perform simple tests (e.g. which material is most absorbent?). - Can identify and sorting in to groups in different topics. - Gather and recording data to	- Is beginning to use a wider range of equipment in a simple test (e.g. measuring tape/ stopwatches). - Is able to gather, record and present results using a variety of	- Has the ability to use a range of equipment to take measurements. - Is beginning to gather, record and present results in a variety of ways and compare their results to other children's.	- Has the ability to independently select and use equipment to take measurements with increased accuracy e.g. thermometers and data loggers. - Can gather, record, classify	- Can take measurements, using a range of scientific equipment. - Can show results using tables, bar and line graph. - Record data using scientific	- Has the ability to take measurements with accuracy and precision. - Show results using classification key, tables, bar and line graph.



		help in answering questions. - Is able create and label a diagram (e.g. parts of the human body) using some scientific words that are given to them.	different ways (e.g. tables, bar charts and diagrams.)	- Is beginning to demonstrate an understanding of the terms 'comparative' and 'fair test'.	and present 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.	diagrams and labels.	- Record data using scientific diagrams and labels.
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Concluding	- Talk about objects or events.	- Talk about what they found out from an experiment. - Beginning to use recordings and observations to answer questions (modelled by teacher).	- Is able to present and analyse their findings using simple scientific vocabulary. - Make predictions about what might happen.	- Is able to explain their results in relation to the original enquiry/hypothesis. - use results to draw simple conclusions.	- Is beginning to identify patterns in results and using evidence to support their findings. - Reporting on findings using scientific vocabulary, including oral and written explanations, displays or presentations of results and conclusions.	- Use evidence to justify their findings. - Use scientific evidence and understanding to explain their findings.	- Draw conclusions based on data and observations. - To identify causal relationships. - Recognise degree of trust in results, in oral and written forms.



Windy Arbor Primary School
Progression document
Subject: Science
Lead: Hannah Geerlings



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Evaluating	Beginning to say what went well when they try things out	- Begin to understand the reasons why changes happened.	- Include some scientific vocabulary when writing a conclusion.	- Reflect on results and begin to suggest improvements and raise further questions - Identify similarities and differences.	- Has the ability to make predictions, suggest improvements and pose further questions.	- Can use test results to make further predictions. - Set up further comparative and fair tests. - Identifying scientific evidence that has been used to support or refute ideas or arguments.	- Is able to evaluate the reliability of methods and suggest possible improvements. - Identify scientific evidence that has been used to support or refute ideas or arguments.