## Lightmoor Village Primary School Progression Grid Science - Working scientifically

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Ask simple	Communicate	Ask different	Ask relevant	Plan different	Plan different
	Pattern	questions and	his/her ideas	types of questions	questions and use	types of	types of scientific
	seeking	recognise that	what he/she	and use different	different types of	scientific	enquiries to
		they can be	does and what	types of scientific	scientific	enquiries to	answer their own
	Observation	answered in	he/she finds out	enquiries to	enquiries to	answer questions,	or others
	over time	different ways	in a variety of	answer them*	answer them*	including	questions,
			ways			recognising and	including
	Comparative	Use simple		Make systematic	Set up simple	controlling	recognising and
	and fair	equipment to	Use simple	and careful	practical	variables where	controlling
	testing	observe closely	equipment to	observations, and	enquiries,	necessary*	variables where
			observe closely	where	comparative and		necessary*
Working	Identifying,	Use his/her	including changes	appropriate, take	fair tests*	Take	
Scientifically	classifying	observations	over time*	accurate		measurements	Take
	and grouping	and ideas to		measurement	Make systematic	using scientific	measurements,
		suggest	Use his/her	using standard	and careful	equipment, with	using scientific
	Research	answers to	observations and	units, using a	observations and,	increasing	equipment, with
		questions	ideas to suggest	range of	where	accuracy and	increasing
	Talk about		answers to	equipment,	appropriate, take	precision, taking	accuracy and
	the features	Identify and	questions	including	accurate	repeat findings	precision, taking
	of their own	classify*	noticing	thermometers and	measurements	when appropriate	repeat findings
	immediate		similarities,	data loggers *	using standard		when appropriate*
	environment	Perform simple	differences and		units, using a	Record data and	
	and how	tests*	patterns	Set up simple	range of	results of	Record data and
	environments		Identify, group	practical	equipment,	increasing	results of
	might vary	Gather and	and classify	enquiries,	including	complexity using	increasing
	from one to	record data to		comparative and	thermometers and	scientific	complexity using
	another.	help in	Ask simple	fair tests*	data loggers*	diagrams and	scientific
	They make	answering	questions and			labels,	diagrams and
	observations	questions*	recognise that	Gather, record,	Gather, record,	classification	labels,
	of animals		they can be	classify and	classify and	keys, tables,	classification
	and plants		answered in	present data in a	present data in a	scatter graphs,	keys, tables,
	and explain		different ways	variety of ways to	variety of ways to		scatter graphs,

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	why some	including use of	help in answering	help in answering	bar and line	bar and line
	things occur,	scientific	questions*	questions*	graphs*	graphs*
	and talk	language from				
	about	the NC*	Record findings		Use test result to	Use test result to
	changes.		using simple	Record findings	make predictions	make predictions
		Compare simple	scientific	using simple	to set up further	to set up further
		comparative	language,	scientific	comparative and	comparative and
		tests	drawings, labelled	language,	fair tests*	fair tests*
			diagrams, keys,	drawings, labelled		
		Gather and	bar charts and	diagrams, keys,	Report and	Report and
		record data to	tables*	bar charts and	present findings	present findings
		help in answering		tables*	from enquiries	from enquiries
		questions	Report on findings		including	including
		including from	from, including	Report on findings	conclusions,	conclusions, casual
		secondary	oral and written	from, including	casual	relationships and
		sources of	explanations,	oral and written	relationships and	explanations of
		information*	displays or	explanations,	explanations of	and degree of
			presentations of	displays or	and degree of	trust in results, in
			results and	presentations of	trust in results, in	oral and written
			conclusions*	results and	oral and written	forms such as
				conclusions*	forms such as	displays and other
			Use results to		displays and	presentations*
			draw simple	Use results to	other	
			conclusions, make	draw simple	presentations*	Identify scientific
			predictions and	conclusions, make		evidence that has
			new values,	predictions and	Identify	been used to
			suggest	new values,	scientific	support or refute
			improvements and	suggest	evidence that has	ideas or
			raise further	improvements and	been used to	arguments*
			questions*	raise further	support or refute	
				questions*	ideas or	
			Identify		arguments*	
			differences,	Identify		
			similarities or	differences,		
			changes related to	similarities or		

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	simple scientific	changes related to	
	ideas and	simple scientific	
	processes*	ideas and	
		processes*	
	Use		
	straightforward	Use	
	scientific evidence	straightforward	
	to answer	scientific evidence	
	questions or to	to answer	
	support his/her	questions or to	
	findings	support his/her	
		findings	

## **EYFS**

Show curiosity about objects, events and people Playing & Exploring Questions why things happen Speaking: 30-50 months

Engage in open-ended activity Playing & Exploring

Take a risk, engage in new experiences and learn by trial and error Playing & Exploring

Find ways to solve problems / find new ways to do things / test their ideas Creating & Thinking Critically

Develop ideas of grouping, sequences, cause and effect Creating &Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world The World: 30-50 months

Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing & Exploring

Make links and notice patterns in their experience Creating & Thinking Critically

Choose the resources they need for their chosen activities ELG: Self Confidence & Self Awareness

Handle equipment and tools effectively ELG: Moving & Handling

Create simple representations of events, people and objects Being Imaginative: 40-60+ months

Answer how and why questions about their experiences ELG: Understanding Make observations of animals and plants and explain why some things occur, and talk about changes ELG: The World

Develop their own narratives and explanations by connecting ideas or events ELG: Speaking Builds up vocabulary that reflects the breadth of their experience Understanding: 30-50 months