

Lightmoor Village Primary School Progression Grid
Science - Working scientifically

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

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