



Brookside Primary School

Science Curriculum - Working Scientifically Progression

	WORKING SCIENTIFICALLY
	SCIENTIFIC ENQUIRY
EYFS	<ul style="list-style-type: none"> • I can observe changes over time • I can observe changes and patterns • I can identify and classify
YEAR 1	<ul style="list-style-type: none"> • I can observe changes over time • I can observe changes and patterns • I can identify and classify • I can perform simple tests • I can perform a fair test with adult support
YEAR 2	<ul style="list-style-type: none"> • I can use simple equipment to observe closely including changes over time • I can use observations and ideas to suggest answers to questions noticing similarities, differences and patterns • I can identify, group and classify • I can perform simple comparative tests • I can gather and record data to help in answering questions including from secondary sources of information
YEAR 3	<ul style="list-style-type: none"> • I can make systematic and careful observations over time • I can ask questions surrounding patterns I have found in data • I can gather, record, classify and present data in a variety of ways (make links to Mathematics curriculum) • I can set up simple practical enquiries, comparative and fair tests, with adult support • I can use secondary sources with adult support to help clarify results seen
YEAR 4	<ul style="list-style-type: none"> • I can make systematic and careful observations over time looking at similarities and differences • I can ask questions surrounding patterns I have found in data • I can gather, record, classify and present data in a variety of ways to help in answering questions (make links to Mathematics curriculum) • I can set up simple practical enquiries, comparative and fair tests • I can use secondary sources to help clarify results seen
YEAR 5	<ul style="list-style-type: none"> • I can observe over time asking pertinent questions about similarities and differences • I can ask questions surrounding patterns I have found in data as to why something I have observed has happened • I can classify, group and present in a series of ways to help answer questions (make links to Mathematics curriculum) • I can take measurements using a range of scientific equipment with increasing accuracy and precision • I can use secondary sources to help interpret results seen
YEAR 6	<ul style="list-style-type: none"> • I can recognise things change over time and can ask pertinent questions and suggestion reasons for similarities and difference over time • I can ask questions surrounding patterns I have found in data as to why something I have observed has happened • I can develop and use keys and other information to classify and describe objects in ways to answer questions • I can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat reading when appropriate • I can use secondary sources to help interpret results seen



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	WORKING SCIENTIFICALLY
	QUESTIONS
EYFS	<ul style="list-style-type: none"> • I can ask simple questions
YEAR 1	<ul style="list-style-type: none"> • I can ask simple questions and recognise that they can be answered in different ways • I can use my observations and ideas to suggest answers to questions • I can communicate my ideas in different ways
YEAR 2	<ul style="list-style-type: none"> • I can ask simple questions and recognise that they can be answered in different ways, including use of scientific language • I can communicate my ideas, what I can do and what I can find out in different ways
YEAR 3	<ul style="list-style-type: none"> • I can relevant questions to answer my questions in different ways using scientific language • I can ask questions surrounding patterns I have found in data.
YEAR 4	<ul style="list-style-type: none"> • I can ask relevant questions and use different types of scientific enquiries to answer them using scientific language • I can ask questions surrounding patterns I have found in data • I can develop a deeper understanding through talk, asking questions about scientific phenomena, analysing functions and interactions more systematically.
YEAR 5	<ul style="list-style-type: none"> • I can plan different types of scientific enquiries to answer questions, including recognising variables where necessary • I can ask questions surrounding patterns I have found in data as to why something I have observed has happened • I can observe over time, asking pertinent questions about similarities and differences
YEAR 6	<ul style="list-style-type: none"> • I can plan different types of scientific enquiries to answer my own or others' questions, including recognising and controlling variables, where necessary • I can recognise things change over time, and can ask pertinent questions and suggest reasons for similarities and differences over time



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	WORKING SCIENTIFICALLY
	USING SCIENTIFIC EQUIPMENT
EYFS	<ul style="list-style-type: none"> • I can use magnifying glasses to look at objects in more detail • I can measure out ingredients using scientific and mathematical equipment
YEAR 1	<ul style="list-style-type: none"> • I can use simple equipment to observe closely • I can use hand lenses and egg timers independently
YEAR 2	<ul style="list-style-type: none"> • I can use simple equipment to observe closely including changes over time • I can ask my own questions about what I notice
YEAR 3	<ul style="list-style-type: none"> • I can set up simple practical enquiries, comparative and fair tests • I can make systematic and careful observations over time • I can take measurements using standard units, using a range of equipment. • I can set up simple practical enquiries, comparative and fair tests, with adult prompts
YEAR 4	<ul style="list-style-type: none"> • I can set up simple practical enquiries, comparative and fair tests • I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.
YEAR 5	<ul style="list-style-type: none"> • I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
YEAR 6	<ul style="list-style-type: none"> • I can make measurements, using a range of scientific equipment, including thermometers and data loggers, with increasing accuracy and precision, taking repeat readings when appropriate • I can make my own decisions and select the most appropriate type of scientific enquiry to use and recognise how to set up a comparative and fair test



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WORKING SCIENTIFICALLY	
RECORDING DATA	
EYFS	<ul style="list-style-type: none"> • I can record observations in ways that are important and meaningful to me
YEAR 1	<ul style="list-style-type: none"> • I can gather and record data to help in answering questions • I can use simple scientific language, with help
YEAR 2	<ul style="list-style-type: none"> • I can gather and record data to help in answering questions including from secondary sources of information
YEAR 3	<ul style="list-style-type: none"> • I can gather, record, classify and present data in a variety of ways • I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (make links to Mathematics curriculum)
YEAR 4	<ul style="list-style-type: none"> • I can gather, record, classify and present data in a variety of ways to help in answering questions • I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (make links to Mathematics curriculum)
YEAR 5	<ul style="list-style-type: none"> • I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • I can use test results to set up further comparative and fair tests
YEAR 6	<ul style="list-style-type: none"> • I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • I can use test results to make predictions to set up further comparative and fair tests



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	WORKING SCIENTIFICALLY
	REPORTING ON FINDINGS
EYFS	
YEAR 1	
YEAR 2	
YEAR 3	<ul style="list-style-type: none"> • I can report on findings from enquiries using presentation of results and conclusions • I can use results to draw simple conclusions • I can secondary sources, with adult support, to help clarify results seen
YEAR 4	<ul style="list-style-type: none"> • I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • I can use results to draw simple conclusions, make predictions for new values and suggest improvements • I can secondary sources, with adult prompts, to help clarify results seen • I can classify, group and present data in series of ways to help in answering questions (make links to Mathematics curriculum)
YEAR 5	<ul style="list-style-type: none"> • I can report and present findings from enquiries in oral and written forms, such as displays and other presentations • I can use results to draw more complex conclusions, make predictions for new values and suggest improvements • I can use secondary sources to help interpret results seen • I can classify, group and present data in series of ways to help in answering questions (make links to Mathematics curriculum)
YEAR 6	<ul style="list-style-type: none"> • I can 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 • I can use results to draw more complex conclusions to make predictions for new values and suggest improvements and raise further questions • I can use secondary sources to help interpret results seen • I can develop and use keys and other information to classify and describe objects in ways to answer questions



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	WORKING SCIENTIFICALLY
	USING SCIENTIFIC EVIDENCE
EYFS	
YEAR 1	
YEAR 2	
YEAR 3	<ul style="list-style-type: none">• I can identify differences, similarities or changes related to simple scientific ideas• I can use straightforward scientific evidence to answer questions
YEAR 4	<ul style="list-style-type: none">• I can identify differences, similarities or changes related to simple scientific ideas and processes• I can use straightforward scientific evidence to answer questions or to support my findings
YEAR 5	<ul style="list-style-type: none">• I can identify scientific evidence that has been used to support or refute ideas or arguments
YEAR 6	<ul style="list-style-type: none">• I can justify and evaluate my own and other people's scientific ideas related to topics that I have studied (including ideas that have changed over time) using evidence from a range of sources



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