

Ferndale Primary School Progression Ladder for Science

Working Scientifically		EYFS	Year 1/2	Year 3 /4	Year 5/6
	Asking Questions	<ul style="list-style-type: none"> Understand 'why questions' (3-4) Ask questions to find out more and to check what has been said to them (Reception) Make comments about what they have heard and ask questions to clarify their understanding (ELG Listening, Attention and Understanding) 	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. 	<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. 	<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
	Measuring and recording	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The Natural World) 	<ul style="list-style-type: none"> Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> 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 findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Gather, record, classify and present data in a variety of ways to help in answering questions. 	<ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

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	Concluding	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. 	<ul style="list-style-type: none"> Identify and classify. Use their observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
	Evaluating		<ul style="list-style-type: none"> Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests.

