**Science- Working Scientifically Progression**

**Y1**

**Lesson 1**

**Lesson 3**

**Lesson 5**

**Lesson 6**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 1**

**Lesson 2**

**Lesson 1**

**Lesson 2**

**Lesson 3**

**Lesson 4**

**Lesson 4**

**Lesson 5**

**Lesson 6**

**Lesson 5**

**Lesson 6**

**Lesson 5**

**Lesson 6**

**Lesson 5**

**Lesson 6**

**Lesson 1**

**Lesson 2**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| asking simple questions and recognising that they can be answered in different ways; | observing closely, using simple equipment; | performing simple tests; | identifying andclassifying; | using their observations and ideas to suggest answers to questions; | gathering and recording data to help in answering questions. |
| **Lesson 2** |  |  |  | **Lesson 2** |  |
|  **Lesson 5** |  |  |  | **Lesson 7** |  |
| **Lesson 4** |  |  |  |  |  |
|  | **Lesson 5** | **Lesson 5** |  |  |  |

|  |
| --- |
| **Animals including humans** |
| **Plants** |
| **Materials** |
| **Seasonal change** |

**KS1**

During **Years 1** and **2**, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

**Y2**

|  |
| --- |
| **Animals including humans** |
| **Plants** |
| **Living things and their habitats** |
|  **Materials** |

**Lesson 1**

**Lesson 2**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 4**

**Lesson 5**

**Lesson 4**

**Lesson 5**

**Lesson 4**

**Lesson 5**

**Lesson 1**

**Lesson 2**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 1**

**Lesson 2**

**Lesson 4**

**Lesson 1**

**Lesson 2**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 6**

**Lesson 2**

**Lesson 4**

**Lesson 4**

**Lesson 4**

**Lesson 4**

**Lesson 4**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 3**

**Lesson 4**

**Lesson 5**

**Lesson 3**

**Lesson 4**

**Lesson 3**

**Lesson 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| asking **simple questions** and recognising that they can be answered in different ways; | **observing closely**, using **simple equipment**; | performing **simple tests**; | **identifying** and**classifying**; | using their **observations** and **ideas** to **suggest answers** to questions; | **gathering** and **recording data** to help in answering questions. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  | **Lesson 1****Lesson 2** |  |  |

**Lesson 1**

**Lesson 2
Lesson 5**

**Forces and magnets**

**Animals including humans**

**LKS2**

During **Years 3** and **4**, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

**Y3**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **asking relevant questions** and using different types of **scientific enquiries** to answer them; | setting up **simple practical enquiries**, **comparative** and **fair tests**; | making **systematic** and **careful observations** and, where appropriate, taking accurate **measurements** using **standard units**, using a range of **equipment**, including **thermometers** and **data loggers**; | **gathering**, **recording**, **classifying** and **presenting data** in a variety of ways to help in answering questions; | **recording findings** using simple **scientific language**, **drawings**, **labelled diagrams**, **keys**, **bar charts**, and **tables**; | **reporting** on findings from enquiries, including **oral** and **written explanations**, **displays** or **presentations** of results and conclusions; | using results to **draw** simple **conclusions**, make **predictions** for new values, **suggest improvements** and raise further **questions**; | identifying **differences**, **similarities** or **changes** related to simple scientific ideas and processes; | using straightforward **scientific evidence** to answer questions or to support their findings. |
| **Lesson 2** | **Lesson 2** | **Lesson 2** |  | **Lesson 2** | **Lesson 2** |  |  |  |
| **Lesson 4** | **Lesson 1****Lesson 4** | **Lesson 4** |  | **Lesson 4** | **Lesson 4** |  |  |  |
| **Lesson 5** | **Lesson 5** | **Lesson 5** | **Lesson 5** | **Lesson 4** |  | **Lesson 5** | **Lesson 4** | **Lesson 4****Lesson 5** |
| **Lesson 5** | **Lesson 2****Lesson 5** |  |  | **Lesson 2****Lesson 5** | **Lesson 2** | **Lesson 5** |  |  |
|  | **Lesson 2** | **Lesson 4****Lesson 5** | **Lesson 2** | **Lesson 3** | **Lesson 2** | **Lesson 2** | **Lesson 2****Lesson 5** | **Lesson 2****Lesson 5** |

|  |
| --- |
|  |
| **Plants** |
| **Light** |
| **Rocks** |
|  |

**Lesson 1**

**Lesson 4**

**Lesson 6**

**Lesson 7**

**Living things and their habitats**

**States of matter**

**Animals including humans**

**Lesson 2**

**Lesson 4**

**Lesson 6**

**Lesson 7**

**Lesson 2**

**Lesson 3**

**Lesson 4**

**Lesson 6
Lesson 7**

**Lesson 2**

**Lesson 3**

**Lesson 4**

**Lesson 6
Lesson 7**

**LKS2**

During **Years 3** and **4**, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

**Y4**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **asking relevant questions** and using different types of **scientific enquiries** to answer them; | setting up **simple practical enquiries**, **comparative** and **fair tests**; | making **systematic** and **careful observations** and, where appropriate, taking accurate **measurements** using **standard units**, using a range of **equipment**, including **thermometers** and **data loggers**; | **gathering**, **recording**, **classifying** and **presenting data** in a variety of ways to help in answering questions; | **recording findings** using simple **scientific language**, **drawings**, **labelled diagrams**, **keys**, **bar charts**, and **tables**; | **reporting** on findings from enquiries, including **oral** and **written explanations**, **displays** or **presentations** of results and conclusions; | using results to **draw** simple **conclusions**, make **predictions** for new values, **suggest improvements** and raise further **questions**; | identifying **differences**, **similarities** or **changes** related to simple scientific ideas and processes; | using straightforward **scientific evidence** to answer questions or to support their findings. |
|  | **Lesson 3** | **Lesson 3** | **Lesson 3** | **Lesson 3** | **Lesson 3** | **Lesson 3** |  |  |
|  |  | **Lesson 4** | **Lesson 4** | **Lesson 4****Lesson 5** | **Lesson 4** |  |  |  |
| **Lesson 4** | **Lesson 4** | **Lesson 4** |  | **Lesson 5** | **Lesson 5** | **Lesson 4** |  | **Lesson 5** |
| **Lesson 7** | **Lesson 4****Lesson 7** | **Lesson 6****Lesson 7** | **Lesson 7** |  |  | **Lesson 4****Lesson 7** | **Lesson 4** | **Lesson 5****Lesson 6** |
|  | **Lesson 2****Lesson 4****Lesson 6** |  |  | **Lesson 4****Lesson 6** |  | **Lesson 6****Lesson 7** | **Lesson 6****Lesson 7** | **Lesson 6****Lesson 7** |

|  |
| --- |
|  |
|  |
| **Electricity** |
| **Sound** |
|  |

**UKS2**

During **Years 5** and **6**, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **planning** different types of **scientific enquiries** to answer questions, including **recognising** and **controlling variables** where necessary; | taking **measurements**, using a range of **scientific equipment**, with increasing accuracy and precision, taking **repeat readings** when appropriate; | **recording data** and results of increasing complexity using **scientific diagrams** and **labels**, **classification keys**, **tables**, **scatter graphs**, **bar** and **line graphs**; | using test results to make **predictions** to set up further comparative and fair tests; | **reporting** and **presenting** findings from enquiries, including **conclusions**, **causal relationships** and **explanations** of and a degree of trust in results, in **oral** and **written forms** such as displays and other presentations; | identifying **scientific evidence** that has been used to support or refute ideas or arguments. |
|  |  |  |  |  |  |
|  |  | **Lesson 2** |  | **Lesson 2** |  |
| **Lesson 3****Lesson 4** | **Lesson 3****Lesson 4** | **Lesson 3****Lesson 4** | **Lesson 3** | **Lesson 3** |  |
| **Lesson 1****Lesson 3****Lesson 4** | **Lesson 1****Lesson 3****Lesson 4****Lesson 5** | **Lesson 1****Lesson 3** |  | **Lesson 1****Lesson 5** | **Lesson 1** |
| **Lesson 5** | **Lesson 5** | **Lesson 5** |  | **Lesson 5** | **Lesson 5** |

**Y5**

|  |
| --- |
| **Animals including humans****Living things and their habitats** |
|  |
| **Materials** |
| **Forces and magnets** |
| **Earth and space** |

**UKS2**

During **Years 5** and **6**, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **planning** di erent types of **scientific enquiries** to answer questions, including **recognising** and **controlling variables** where necessary; | taking **measurements**, using a range of **scientific equipment**, with increasing accuracy and precision, taking **repeat readings** when appropriate; | **recording data** and results of increasing complexity using **scientific diagrams** and **labels**, **classification keys**, **tables**, **scatter graphs**, **bar** and **line graphs**; | using test results to make **predictions** to set up further comparative and fair tests; | **reporting** and **presenting** findings from enquiries, including **conclusions**, **causal relationships** and **explanations** of and a degree of trust in results, in **oral** and **written forms** such as displays and other presentations; | identifying **scientific evidence** that has been used to support or refute ideas or arguments. |
| **Lesson 3** | **Lesson 3** | **Lesson 3** |  | **Lesson 3** |  |
|  |  | **Lesson 4** |  | **Lesson 4** | **Lesson 4** |
| **Lesson 4** | **Lesson 4** | **Lesson 4** | **Lesson 2** | **Lesson 4** |  |
| **Lesson 2****Lesson 3** | **Lesson 2****Lesson 4** | **Lesson 4** | **Lesson 2** | **Lesson 2****Lesson 4** | **Lesson 4****Lesson 5** |
| **Lesson 4** | **Lesson 4** |  |  | **Lesson 4** | **Lesson 3****Lesson 4****Lesson 6** |

**Y6**

**Animals including humans**

|  |
| --- |
| **Living things and their habitats** |
|  |
| **Light** |
| **Electricity** |
| **Evolution** |