West Heslerton C of E Primary School
Working Scientifically Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Can I make sensory observations of animals and plants? Can I make simple descriptions of the world around them? Can I look at objects and pictures and discuss what I can see? Can I ask questions about aspects of the familiar world? Can I generate a variety of ideas for testing? Can I make simple predictions about what might happen? Can I talk about objects and events? Can I make simple recording through pictures and images?	Can I ask simple questions and recognise that they can be answered in different ways? Can I use simple equipment to observe closely? Can I perform simple tests? Can I identify and classify? Can I use observations and ideas to suggest answers to questions? Can I gather and record data to help in answering questions	Can I ask simple questions and recognise that they can be answered in different ways? Can I use simple equipment too closely, including changes over time? Can I perform simple comparative tests? Can I identify, group and classify? Can I use observations and ideas to suggest answers to questions, noticing similarities? Can I gather and record data to help in answering questions, including from secondary sources of information ?	Can I ask relevant questions and use different types of scientific enquiries to answer them? Can I set up simple practical enquiries, comparative and fair tests? Can I make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers? Can I gather, record, classify and present data in a variety of ways to help in answering questions? Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? Can I report on findings from enquiries, including oral and written explanations,	Can I ask relevant questions and use different types of scientific enquiries to answer them? Can I set up simple practical enquiries, comparative and fair tests? Can I make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers? Can I gather, record, classify and present data in a variety of ways to help in answering questions? Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions? Can I use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?	Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs? Can I use test results to make predictions to set up further comparative and fair tests? Can I 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? Can I identify scientific evidence that has been	Can I plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary? Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs? Can I use test results to make predictions to set up further comparative and fair tests? Can I 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? Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree

				displays or presentations of results and conclusions? Can I use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? Can I identify differences, similarities or changes related to simple scientific ideas and processes? Can I use straightforward scientific evidence to answer questions or to support findings?	Can I identify differences, similarities or changes related to simple scientific ideas and processes? Can I use straightforward scientific evidence to answer questions or to support their findings?	used to support or refute ideas or arguments?	of trust in results, in oral and written forms such as displays and other presentations? Can I describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources? Can I group and classify things and recognise patterns?

Vocabulary	Same Different	Compare Evidence Observe	Bar chart Carroll Diagram Classify Compare Conclusion Fair test Identify Investigate Observation Observe Plan Predict/prediction Property/properties Record Table Tally chart Venn diagram	Annotate Bar chart Carroll diagram Classification Fair test Graph Key Pictogram Property/properties Scale Scatter graph Tally chart Venn diagram Annotate Bar chart Carroll diagram Classification Fair test Graph Key Property/properties Scale Compare Criteria Quantitative measures, degree of trust