

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	Can I ask simple	Can I ask simple	Can I ask relevant	Can I ask relevant questions	Can I plan different types	Can I plan different types of
ľ	observations of	questions and	questions and	questions and use	and use different types of	of scientific enquiries to	scientific enquiries to
ľ	animals and plants?	recognise that they	recognise that they	different types of	scientific enquiries to answer	answer questions,	answer their own or others'
ľ		can be answered in	can be answered in	scientific enquiries to	them?	including recognising and	questions, including
ľ	Can I make simple	different ways?	different ways?	answer them?		controlling variables	recognising and controlling
ľ	descriptions of the				Can I set up simple practical	where necessary?	variables where necessary?
ľ	world around them?	Can I use simple	Can I use simple	Can I set up simple	enquiries, comparative and		
ľ		equipment to	equipment too	practical enquiries,	fair tests?	Can I take	Can I take measurements,
ľ	Can I look at objects	observe closely?	closely, including	comparative and fair		measurements, using a	using a range of scientific
ľ	and pictures and		changes over time?	tests?	Can I make systematic and	range of scientific	equipment, with increasing
ľ	discuss what I can	Can I perform			careful observations and,	equipment, with	accuracy and precision,
ľ	see?	simple tests?	Can I perform simple	Can I make	where appropriate, take	increasing accuracy and	taking repeat readings
ľ			comparative tests?	systematic and	accurate measurements	precision, taking repeat	when appropriate?
ľ	Can I ask questions	Can I identify and		careful observations	using standard units, using a	readings when	
ľ	about aspects of the	classify?	Can I identify, group	and, where	range of equipment,	appropriate?	Can I record data and
ľ	familiar world?		and classify?	appropriate, take	including thermometers and		results of increasing
ľ		Can I use		accurate	data loggers?	Can I record data and	complexity using scientific
ľ	Can I generate a	observations and	Can I use	measurements using		results of increasing	diagrams and labels,
ľ	variety of ideas for	ideas to suggest	observations and	standard units, using	Can I gather, record, classify	complexity using	classification keys, tables,
ľ	testing?	answers to	ideas to suggest	a range of	and present data in a variety	scientific diagrams and	scatter graphs, bar and line
ľ		questions?	answers to	equipment, including	of ways to help in answering	labels, classification	graphs?
ľ	Can I make simple		questions, noticing	thermometers and	questions?	keys, tables, scatter	
ľ	predictions about	Can I gather and	similarities?	data loggers?		graphs, bar and line	Can I use test results to
ľ	what might happen?	record data to help			Can I record findings using	graphs?	make predictions to set up
ľ		in answering	Can I gather and	Can I gather, record,	simple scientific language,		further comparative and fair
ľ	Can I talk about	questions	record data to help	classify and present	drawings, labelled diagrams,	Can I use test results to	tests?
ľ	objects and events?		in answering	data in a variety of	keys, bar charts, and tables?	make predictions to set	Conducer to a disease t
ľ	Con I make simple		questions, including	ways to help in	Con I report on findings from	up lutther comparative	Can I report and present
ľ	Can I make simple		nom secondary	answering			indings from enquines,
ľ	nictures and images?		sources or	questions?	enquines, including oral and	Con I report and present	including conclusions,
ľ	pictures and images?		mormation ?	Con I record findings	diaplaya ar presentations,	findings from and present	causal relationships and
ľ					regulta and conclusions?	indings from enquines,	of trust in results in oral
ľ				scientific language	results and conclusions?	causal relationships and	or trust in results, in oral
ľ				drawings labelled	Cap Luca results to draw	ovplanations of and	displays and other
ľ				diagrams kove bar	simple conclusions, make	dogroo of trust in results	procentations?
ľ				charts and tables?	prodictions for now values	in oral and written forms	presentations
ľ				charts, and tables?	suggest improvements and	such as displays and	Can I report and present
ľ				Can I report on	raise further questions?	other presentations?	findings from enquiries
ľ				findings from		other presentations:	including conclusions
				enquiries including	Can Lidentify differences	Can Lidentify scientific	causal relationships and
				oral and written	similarities or changes	evidence that has been	explanations of and degree
				explanations	related to simple scientific	used to support or refute	of trust in results in oral

				displays or	ideas and processes?	ideas or arguments?	and written forms such as
				presentations of	•	5	displays and other
				results and	Can I use straightforward		presentations?
				conclusions?	scientific evidence to answer		
					questions or to support their		Can I describe and
				Can I use results to	findings?		evaluate their own and
				draw simple			other people's scientific
				predictions for new			the national curriculum
				values suggest			(including ideas that have
				improvements and			changed over time), using
				raise further			evidence from a range of
				questions?			sources?
				Can I identify			Can I group and classify
				differences,			things and recognise
				changes related to			patterns?
				simple scientific			
				ideas and			
				processes?			
				Can I use			
				straigntiorward			
				answer questions or			
				to support findings?			
	Same	Compare	Bar chart	Annotate	Annotate	Compare	Quantitative measures,
	Different	<mark>Evidence</mark>	Carroll Diagram	<mark>Bar chart</mark>	Bar chart	Criteria	degree of trust
		<mark>Observe</mark>	Classify	Carroll diagram	Carroll diagram		
			Compare	Classification	Classification		
			Conclusion Fair toot	Fair test Craph	Fair test		
				Kov	Kov		
			Investigate	Pictogram	Property/properties		
~			Observation	Property/properties	Scale		
lar			<mark>Observe</mark>	Scale			
nq			Plan	Scatter graph			
ca			Predict/prediction	Tally chart			
20			Property/properties	Venn diagram			
			Record Tabla				
			Tally chart				
			Venn diagram				