



West Heslerton C of E Primary School
Working Scientifically Curriculum Progression

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

				<p>displays or presentations of results and conclusions?</p> <p>Can I use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?</p> <p>Can I identify differences, similarities or changes related to simple scientific ideas and processes?</p> <p>Can I use straightforward scientific evidence to answer questions or to support findings?</p>	<p>ideas and processes?</p> <p>Can I use straightforward scientific evidence to answer questions or to support their findings?</p>	<p>ideas or arguments?</p>	<p>and written forms such as displays and other presentations?</p> <p>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?</p> <p>Can I group and classify things and recognise patterns?</p>
Vocabulary	<p>Same</p> <p>Different</p>	<p>Compare</p> <p>Evidence</p> <p>Observe</p>	<p>Bar chart</p> <p>Carroll Diagram</p> <p>Classify</p> <p>Compare</p> <p>Conclusion</p> <p>Fair test</p> <p>Identify</p> <p>Investigate</p> <p>Observation</p> <p>Observe</p> <p>Plan</p> <p>Predict/prediction</p> <p>Property/properties</p> <p>Record</p> <p>Table</p> <p>Tally chart</p> <p>Venn diagram</p>	<p>Annotate</p> <p>Bar chart</p> <p>Carroll diagram</p> <p>Classification</p> <p>Fair test</p> <p>Graph</p> <p>Key</p> <p>Pictogram</p> <p>Property/properties</p> <p>Scale</p> <p>Scatter graph</p> <p>Tally chart</p> <p>Venn diagram</p>	<p>Annotate</p> <p>Bar chart</p> <p>Carroll diagram</p> <p>Classification</p> <p>Fair test</p> <p>Graph</p> <p>Key</p> <p>Property/properties</p> <p>Scale</p>	<p>Compare</p> <p>Criteria</p>	<p>Quantitative measures,</p> <p>degree of trust</p>

