Great Waltham Primary School Science - Progression in Scientific Enquiry and Working Scientifically skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Working scientifically	Finding ways to solve problems Making predictions Testing their ideas Developing ideas of grouping, sequences, use and effect planning, making decisions about how to approach a task, solve a problem and reach a goal checking how well their activities are working changing strategy needed reviewing how well the approach worked	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.	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	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.	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.	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	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

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GWPS	I question why	l ask simple	l ask simple	I ask my own questions.	I ask my own questions.	I ask different kinds of	I ask different kinds of
Child friendly	things happen.	questions.	questions.	I use different ways to answer	I use different ways to answer	questions.	questions.
statements	5 11			them.	them.		
for each year	I have my own	I recognise that	I recognise that			I plan different types of	I plan different types of
group.	ideas.	questions can be	questions can be	I set up my own simple tests.	I set up my own simple tests.	scientific enquiries to	scientific enquiries to
		answered in	answered in	I make careful observations.		answer questions.	answer questions.
	I test my ideas.	different ways.	different ways.		I make careful observations.		
				I use different equipment to		I can set up fair tests	I can set up fair tests
	I notice similarities	I perform simple	I perform simple	measure accurately in standard	I use different equipment to	when necessary.	when necessary.
	and differences.	tests.	tests.	units.	measure accurately in standard		
	1			I we there are reader along the read	units.	I decide what	I decide what
	I can use my senses	I can compare	I can compare	I gatner, record, classify and	Lasthan record close if (and	observations and	observations and
	and look closely.	things. I sort and	things. I sort and	including drawings labelled	n galiner, record, classify and	measurements to	measurements to make.
	I can use equinment	group mem.	group mem.	diagrams keys bar charts and	including drawings labelled	таке.	Luce different exigntifie
	and tools carefully	Lobserve	Lobserve carefully	tables	diagrams keys bar charts and	Luco different scientific	aguipmont to mossure
	and toolo barorany.	carefully	robserve carefully.		tables.	equipment to measure	with precision I take
	I can create simple	ou.o.u.yr	l use simple	I explain what I have found out		with precision I take	repeated readings when
	representations of	l use simple	equipment to make	using speaking and writing.	I explain what I have found out	repeated readings	appropriate.
	people and objects.	equipment to	measurements.		using speaking and writing.	when appropriate.	
		make		I draw simple conclusions and			I decide how to record
	I can talk about	measurements.	I gather and record	make predictions for new values.	I draw simple conclusions and	I decide how to record	data and results. I can
	things like plants,		simple data in		make predictions for new values.	data and results. I can	use scientific diagrams,
	animals, natural and	I gather and	different ways.	I use relevant scientific		use scientific diagrams,	labels, classification,
	tound objects.	record simple		language.	i use relevant scientific language.	labels, classification,	keys, tables, scatter, bar
	L bogin to uso	data in different	I talk about what I	Lauggest improvements and	L suggest improvements and	keys, tables, scatter,	and line graphs.
	science words	ways.	nave lound out.	raise further questions	raise further questions	bar and line graphs.	I report and present
	solerioe words.	I talk about what I	l usa simpla			I report and present	findings using speaking
		have found out	scientific language			findings using speaking	and writing including
		have loand out.	oolontano languago.			and writing including	displays and
		l use simple				displays and	presentations
		scientific				presentations.	P
		language.					I use relevant scientific
						I use relevant scientific	language and
						language and	illustrations.
						illustrations.	
							I use results to make
						I use results to make	predictions and set up
						predictions and set up	more tests (including fair
						fair tosts (including	tests).
						ian (6515).	