

Working Scientifically Skills Progression By Year Group

	PLAN		DO		RECORD	REVIEW		
	Asking Questions	Planning Detail	Using Equipment	Making Observations	Presenting Evidence	Drawing Conclusions	Explaining Evidence	Evaluating Outcomes
Early Years	Asks questions about aspects of their familiar world.	Generating a variety of ideas for testing (not always appropriate/realistic)	Measure by direct comparison. Non-standard units of measurement. Simple comparative vocabulary – bigger, smaller.	General sensory observations of animals and plants. Simple descriptions of the world around them. Looking at objects and pictures and discussing what they can see.	Talking about objects and events. Simple recording – pictures/images.	Noticing ‘which worked best’ – simple comparative statements. Answer initial question simply. Answer how and why questions about their experiences		

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Year 1	<p>Recognises the difference between a statement and a question.</p> <p>Begins to shape questions using different question stems.</p>	<p>Decides which questions can be answered practically and which cannot.</p> <p>Suggests next step, or a sequence of steps, in a plan.</p>	<p>Begins to choose appropriate equipment to use to make observations and follows simple instructions for using it correctly and safely.</p>	<p>Makes relevant observations in familiar contexts.</p> <p>With support take some non-standard measurements.</p>	<p>Use drawings and labels to present evidence.</p> <p>With support, uses prepared simple tables and charts, including ICT forms.</p>	<p>Describes simple observations of an object or objects or of an event and with support makes a simple comparison.</p>	<p>With support, recognises the links between cause and effect in simple, familiar situations.</p>	<p>Reviews their work and with support, recognises some of the difficulties encountered.</p>
Year 2	<p>With support, suggest own questions that they might investigate.</p>	<p>Decides independently simple questions that could be answered practically and some that cannot.</p>	<p>Chooses appropriate equipment from a selection and follows instructions for using it, sometimes working independently of adult support.</p>	<p>Makes relevant observations. Takes non-standard measurements. Begins to use basic equipment for measuring length or mass, in standard units.</p>	<p>Uses drawings and labels to present evidence.</p> <p>Uses prepared tables and block graphs, including ICT forms.</p>	<p>Describes what has happened, making comparisons where appropriate. With support, sequences results, e.g. from smallest to largest.</p>	<p>Recognises the link between cause and effect in simple, familiar situations.</p> <p>Begins to notice simple patterns in results.</p>	<p>Reviews their work and recognises some of the difficulties encountered.</p> <p>With support, suggests how these might have been avoided.</p>

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Year 3	Asks questions independently and generate own ideas to explore through Scientific enquiry.	Recognises when to answer a question by using a fair test method and when other methods might be needed. In a fair test identifies what to keep the same and sometimes ant to change and measure.	Selects from a wider range of equipment what to use in an investigation. Uses basic equipment correctly, safely and with increasing accuracy.	Makes relevant observations throughout an investigation. Uses standard measuring equipment for quantities, such as volume and temperature.	Gathers, records, classifies and presents data in a variety of ways to help in answering questions. Sometimes creates own tables and bar charts, using ICT where appropriate. Interprets a line graph with support.	Reports on findings from enquiries, including oral and written, displays or presentations of results and conclusions. Makes a general statement about simple patterns they notice in a set of results.	Provides explanations for simple patterns in results, referring to everyday experiences when explaining reasoning.	Suggests how an enquiry might be improved. With support, recognises some of the limitations and significance of evidence.
Year 4	Asks questions and offers ideas for a range of scientific enquiry. With support, improves focus of question to clarify its scientific purpose.	Knows when to answer a question by using a fair test method and when better evidence could be generated in other ways, e.g. through a survey, diary/log or research. Sets up a fair test controlling variables, what to keep the same, what to change, measure or observe.	Uses a wide range of equipment for example thermometers and data loggers, correctly, safely, and accurately. Deals with most equipment difficulties independently before asking for help if necessary.	Chooses to make a series of observations that will add to the evidence they collect while investigating. With support, takes accurate readings on measuring equipment, recognising when to repeat them.	Selects the most appropriate way to present evidence they have collected. Records findings using drawings, labelled diagrams, bar charts, tables and graphs, using ICT where appropriate. Uses simple scientific language effectively to communicate outcomes.	Makes a comparative statement, sometimes referring to the factors under investigation. Identifies differences, similarities, or changes related to simple scientific ideas and processes. Uses straightforward scientific evidence to answer questions or to support their findings.	Relates explanations of patterns in results to scientific knowledge and understanding when explaining reasoning.	Suggest how much to trust results, identifying some of the limitations of evidence. Suggests new questions and predictions for setting up further tests.

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Year 5	Independently asks questions and offers ideas for scientific enquiry, which have a clear scientific purpose.	Identifies the most appropriate enquiry methods to use to generate evidence needed to solve problems and answer scientific questions. Plan familiar enquiry types in appropriate detail.	Selects the most appropriate equipment to use in a range of contexts and enquiries. Takes measurements using a range of science equipment with increasing accuracy and precision.	Chooses to make a series of observations or measurements that will add to the quality of the evidence collected while investigating.	Records data and results of increasing complexity using scientific diagrams, classification keys, tables, bar and line graphs and models. Communicates findings in written form, displays and uses other forms of presentation. Uses scientific language to communicate increasingly detailed analysis.	Where appropriate, makes a comparative statement, describing relationships between factors being investigated. Uses simple models to help describe scientific ideas.	Relates explanations of evidence gathered to scientific knowledge and understanding. Makes generalisations about what that evidence seems to indicate.	Recognises some of the limitations of their evidence and can suggest why it should not be trusted. Uses test results to set up further comparative tests.
Year 6	Recognises scientific questions that do not yet have definitive answers.	Selects methods to use to solve problems or answer questions, including a full range of enquiry methods, which are planned in detail.	Explains why particular pieces of equipment or information sources will provide better quality evidence.	Repeats sets of observations or measurements, where appropriate, selecting suitable ranges and intervals, to give sufficient depth of evidence.	Decides on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables. Communicates findings in written form, across a range of genre, and uses multi-media and other forms of presentation.	Uses scientific evidence to answer questions or support findings. Draws valid conclusions that utilise more than one piece of supporting evidence.	Provides explanations for differences repeated observations or measurements, identifying reasons for any anomalies noticed.	Evaluates the effectiveness of their working methods, making practical suggestions for improving them. Identifies scientific evidence that has been used to support or refute ideas for arguments.

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