West Green Primary Working Scientifically Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can make my own choices, planning and thinking ahead about how I will explore and take risks, learning by trial and error. I can respond to scientific experiences that my teacher shows me. I can review what I am doing and repeat or begin to make changes where needed, to test my ideas. I begin to come up with my own ideas, beginning to make links between them and notice simple patterns. I develop ideas of grouping, sequencing, cause and effect. I participate and listen carefully during discussions and respond to what I hear with relevant questions or comments. I can use talk to help me work out	I can explore the world around me and raise my own simple questions, and begin to recognise they can be answered in different ways. I can perform simple tests. I can observe closely, using simple equipment. I can use my observations and ideas to suggest answers to questions. I can gather and record data to help answer my questions. I can talk about what I have found out and how I found it out.	I can ask my own questions, record and communicate my findings in a range of ways and begin to use simple scientific language, with help. I can communicate my ideas, what I do and what I find out in a variety of ways. I can ask people questions and use simple secondary sources to find answers. I can use simple features to compare objects, materials, and living things and, with help, decide how to sort and group them. I can carry out simple comparative tests. I can observe closely using simple equipment, and with help, observe changes over time. I begin to notice what is similar, different or spot patterns.	I can raise my own relevant questions about the world around me. I can set up simple practical enquiries, comparative and fair tests. I can gather, record, classify and present data in a variety of ways to help answer questions. I can record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. I can report my findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can use results to draw simple	I can start to make my own decisions about the most appropriate type of scientific enquiry I might use to answer questions. I can recognise when a simple fair test is necessary and help to decide how to set it up. I can talk about criteria for grouping, sorting and classifying; and use simple keys. I can recognise when and how secondary sources might help me to answer questions that cannot be answered through practical investigations. I can make systematic and careful observations, and, where appropriate take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	I can talk about how scientific ideas have developed over time. I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can record data and results of increasingly complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	I can use my science experiences to explore ideas and raise different kinds of questions. I can describe and evaluate my 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. I can ask my own questions about the scientific phenomena we are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary – including observing changes over different periods of time, noticing patterns, groupings and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of

problems and organise my thinking and activities, and to explain how things work and why they might happen, using introduced vocabulary I can explore the world around me, and describe what I hear, see and feel. I can make observations and draw simple pictures. I can work collaboratively, share ideas, resources and skills.		I can use simple measurements and equipment to gather and record data, using different types of scientific enquiry.	conclusions, make predications for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can use straightforward scientific evidence to answer questions or to support my findings, and use simple secondary sources.	I can collect and record data from my own observations and measurements in a variety of ways: notes, bar charts and tables, drawings, labelled diagrams, keys and help to make decisions about how to analyse the data. I can begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. I can use relevant simple scientific language to discuss my ideas and communicate my findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions. I can identify new questions arising from the data, making predictions for new values within or beyond the data I	I can use test results to make predictions to set up further comparative and fair tests. I can report and present findings from enquiries, using oral and written forms such as displays and other presentations to report conclusions, casual relationships and explanations of and degree of trust in results. I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas. I can recognise which secondary sources will be the most useful to research my ideas and begin to separate opinion from fact.	secondary sources of information. I can decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can draw conclusions in different forms, and raise further questions that could be investigated, based on my own data and observations. I can raise further questions that could be investigate, based on my data and observations.

				have collected and finding ways of improving what they have already done, with help.		