



Curriculum progression for science:

Area: Working Scientifically

**These skills can be applied across all areas of learning.*

At the end of EYFS, children will be able to:	At the end of Key Stage 1 (Years 1/2), children will be able to:	At the end of lower key stage 2 (Years 3 / 4), children will be able to:	At the end of Key Stage 2 (Years 5/6), children will be able to:
Ask questions Explore the world around them Make simple observations and describe what they can see Record observations simply using drawings Make simple comparisons Sort and group objects Make simple measurements (using non-standard measures)	Ask simple questions Make simple observations using simple equipment Carry out simple tests (often teacher led) Begin to understand that some things need to stay the same when carrying out simple tests Make comparisons Sort and group objects Begin to notice patterns	Ask relevant questions Begin to set up simple practical enquiries Begin to understand the need for a fair test Take accurate measurements using standard units using a greater range of scientific equipment Record findings using drawings, labelled diagrams, keys, bar charts and tables	Plan own scientific enquiries to answer questions Know how and when to set up comparative and fair tests including recognising variables that may need to be controlled Take measurements using a range of scientific equipment with greater accuracy and precision Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Make simple predictions	Take more accurate measurements using both non-standard and some standard measurements Gather and record simple data using drawings, simple tables and simple bar charts Talk about what they have found out Make simple predictions	Gather information. Classify and present data in different ways Report on findings – display or present results Use results to draw simple conclusions Make predictions and suggest improvements Identify similarities, differences or changes Use evidence to answer questions	Report and present findings in a variety of ways including oral and written presentations Identify scientific evidence that has been used to support or refute ideas or arguments. Make decisions about what observations to make, what measurements to take and whether to repeat them.
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