WHOLE SCHOOL PROGRESSION DOCUMENT – WORKING SCIENTIFICALLY

	PLANNING INVESTIGATIONS	CONDUCTING EXPERIMENTS	RECORDING EVIDENCE	REPORTING FINDINGS	CONCLUSIONS & PREDICTIONS
EYFS	Pupils can show curiosity about objects, events and people	Pupils can: Engage in open-ended activity Take a risk, engage in new experiences and learn by trial and error Find ways to solve problems / find new ways to do things / test their ideas Develop ideas of grouping, sequences, cause and effect Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Closely observes what animals, people and vehicles do Make links and notice patterns in their experience Choose the resources they need for their chosen activities	Pupils can create simple representations of events, people and objects	Pupils can answer how and why questions about their experiences	Pupils can develop their own narratives and explanations by connecting ideas or events
YEAR 1	Pupils can ask simple questions when prompted	Pupils can make relevant observations	Pupils can with prompting, suggest how findings could be recorded	Pupils can recognise findings	Pupils can gather and record data
	Pupils can suggest ways of answering a question	Pupils can conduct simple tests, with support			Pupils can use observations to suggest answers to questions
YEAR 2	Pupils can ask simple questions	Pupils can observe closely, using simple equipment	Pupils can record and communicate their findings in a range of ways and begin to use simple scientific language	Pupils can identify and classify	Pupils can gather and record data to help answer questions
	Pupils can recognise that questions can be answered in different ways	Pupils can perform simple tests			Pupils can use their observations and ideas to suggest answers to questions
YEAR 3	Pupils can ask relevant questions when prompted	Pupils can make systematic observations, using simple equipment	Pupils can record findings in various ways	Pupils can with prompting, suggest conclusions from enquiries	Pupils can gather and record data about similarities, differences and changes
	Pupils can set up simple and practical enquiries, comparative and fair tests	Pupils can use standard units when taking measurements	Pupils can with prompting, suggest how findings may be tabulated	Pupils can suggest how findings could be reported	Pupils can with prompting, suggest conclusions that can be drawn from data
	Pupils can set up comparative tests		Pupils can with prompting, use various ways of recording, grouping and displaying evidence		Pupils can suggest possible improvements or further questions to investigate
YEAR 4	Pupils can ask relevant questions	Pupils can make systematic and careful observations using a range of equipment, including thermometers and data loggers	Pupils can record findings using simple scientific language, drawings and labelled diagrams	Pupils can report on findings from enquiries, including oral and written explanations, of results and conclusions	Pupils can identify differences, similarities or changes related to simple scientific ideas and processes
	Pupils can plan different types of scientific enquiries to answer questions	Pupils can take accurate measurements using standard units, where appropriate	Pupils can record findings using keys, bar charts, and tables	Pupils can report on findings from enquiries using displays or presentations	Pupils can use straightforward scientific evidence to answer questions or to support their findings
	Pupils can set up simple and practical enquiries, comparative and fair tests		Pupils can gather, record, classify and present data in a variety of ways to help to answer questions		Pupils can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
YEAR 5	Pupils can with prompting, plan different types of scientific enquiries to answer questions	Pupils can select, with prompting, and use appropriate equipment to take readings	Pupils can record data and results	Pupils can report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships	Pupils can suggest how evidence can support conclusions
	Pupils can with prompting, recognise and control variables where necessary	Pupils can take precise measurements using standard unit	Pupils can record data using labelled diagrams, keys, tables and charts	Pupils can with support, present findings from enquiries orally and in writing	Pupils can suggest further comparative or fair tests
		Pupils can take and process repeat readings	Pupils can use line graphs to record data	Pupils can with prompting, identify that not all results may be trustworthy	
YEAR 6	Pupils can plan different types of scientific enquiries to answer questions	Pupils can take measurements using a range of scientific equipment	Pupils can record data and results of increasing complexity using scientific diagrams and labels	Pupils can report and present findings from enquiries, including conclusions and causal relationships	Pupils can identify scientific evidence that has been used to support or refute ideas or arguments
	Pupils can recognise and control variables where necessary	Pupils can take measurements with increasing accuracy and precision	Pupils can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts	Pupils can report and presents findings from enquiries in oral and written forms such as displays and other presentation	Pupils can use test results to make predictions to set up further comparative and fair tests
		Pupils can take repeat readings when appropriate	Pupils can record data and results of increasing complexity using line graphs	Pupils can report and present findings from enquiries, including explanations of, and degree of, trust in results	