

Working Scientifically Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking Questions						
<u>0-3 Year Olds</u> - Understand simple questions about ‘who’, ‘what’ and ‘where’ - Notice and ask questions about differences, <u>3 & 4 Year Olds</u> - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <u>Children in Reception</u> - Ask questions to find out more and to check what has been said to them. <u>ELGs</u> - Make comments about what they have heard and ask questions to clarify their understanding.	<i>Ask simple questions and recognizing that they can be answered in different ways.</i>		<i>Ask relevant questions and use different types of scientific enquiries to answer them</i>			
	Ask simple questions about the world.	Ask simple questions, understanding that they can be answered in different ways.	Ask relevant questions and use simple scientific enquiries to seek answers.	Ask relevant questions and begin to recognize which type of scientific enquiry could be used to answer them.	Create further questions from enquiries to investigate.	Raise questions to further prove or disprove a scientific enquiry.
Making Predictions						
			<i>Use results to make predictions for new values</i>		<i>Use test results to make predictions to set up further comparative and fair tests</i>	
	Begin to make predictions based on own ideas	Begin to make predictions based on observations.	Make predictions based on simple data.	Make predictions based on a range of data.	Make precise predictions from test results, using these to plan fair, well-controlled tests.	Make informed predictions for subsequent experiments by analysing data from initial tests and identifying trends.
Setting Up Tests						

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<u>0 to 3 year olds</u> Identify familiar objects and properties for practitioners when they are described	Use their observations and ideas to suggest answers to questions		- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions. - Use straightforward scientific evidence to support findings.		- Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations - Identify scientific evidence that has been used to support or refute ideas or arguments	
<u>3 & 4 Year Olds</u> Talk about what they see using a wide vocabulary.	Talk about what they have found out and how they found it out.	Use results of investigations to answer enquiry questions.	- Use simple scientific language to communicate findings orally and written. - Draw conclusions based on observations, supporting with simple scientific evidence	- Report on findings orally and in writing using appropriate scientific vocabulary. - Draw conclusions from results and use scientific evidence connected to the investigation to support ideas.	Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.	Use oral and written forms such as displays to report conclusions, casual relationships and explain the degree of trust in their results. Present their findings with a clear connection to scientific evidence, reinforcing the validity of their discoveries.
<u>Children in Reception</u> - Articulate their ideas and thoughts in well-formed sentences. - Describe events in some detail. - Use talk to explain how things work and why they might happen.						
<u>ELGs</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.						
Evaluating						
			Use results to suggest improvements and raise further questions		Report and present findings from enquiries, including explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
	With scaffolding and prompting, suggest some things that could be changed in an enquiry.	Suggest simple improvements to their enquiries.	Suggest improvement and new questions arising from the investigation.	Evaluate and communicate their methods and findings.	Evaluate different aspects of their enquiries such as equipment and accuracy of measurements.	Evaluate their choice of method, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources.