Fen Ditton Community Primary Academy

Science Working Scientifically Skills Progression

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Working Scientifically Progression

	By the end of Reception	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Questioning	Ask simple questions about the world around them.	Ask questions and know some can be answered using scientific enquiry.		Ask questions and know some can be answered using scientific enquiry.		Raise scientific questions and hypothesise.	
Observing	Make observations and pictures. Talk about similarities and differences.	Observe changes over time.	Measure and observe changes over time.	Make systematic and careful observations using appropriate equipment.	Make accurate, systematic and careful observations using appropriate equipment.	Take accurate and precise measurements.	Take accurate and precise measurements taking repeat readings when appropriate.
Classifying	Explore objects around them.	Group familiar objects.	Group and compare familiar objects.	Classify familiar objects.	Use simple classification keys to classify familiar objects.	Use complex classification keys, identifying causal relationships.	Create classification keys, identifying evidence to support or disprove causal relationships.
Investigating		Carry out simple comparative tests.		Carry out comparative tests that include making a prediction.	Carry out comparative tests that include making a prediction and controlling independent variables.	Design and carry out own comparative and fair tests that include making predictions, controlling variables and asking further questions based on results.	
Researching	Listen to stories with Science links and discuss what they hear.	Find information from given simple sources.	Find and select information from given simple sources.	Research and select relevant information from a range of sources.		Explore how scientific evidence has changed over time.	Identify evidence that supports or disproves an idea.
Recording	Draw pictures.	Draw simple diagrams.	Draw simple diagrams and create scientific models.	Use labelled diagrams and scientific models. Use keys, bar charts and tables.	Create labelled diagrams and scientific models. Use keys, bar charts and tables.	Evaluate diagrams and models. Use tables, scatter, bar and line graphs.	Create and evaluate diagrams and models. Use tables, scatter, bar and line graphs.
Concluding	Explain simple 'why' and 'how' questions.	Describe what has been observed.	Describe what has been observed and explain why.	Explain observations using scientific vocabulary and explain why.		Evaluate predictions against results, using scientific vocabulary, and begin to identity causal relationships. Begin to discuss reliability of data.	