



Science Progression: Working Scientifically Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking questions and recognising that they can be answered in different ways	<ul style="list-style-type: none"> • show curiosity and ask questions • make observations using their senses and simple equipment • make direct comparisons • use equipment to measure • record their observations by drawing, taking photographs, using sorting rings or boxes and, in Reception, on simple tick sheets • use their observations to help them to answer their questions • talk about what they are doing and have found out • identify, sort and group 	Asking simple questions and recognising that they can be answered in different ways		Asking relevant questions and using different types of scientific enquiries to answer them		Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
Making observations and taking measurements		Observing closely, using simple equipment		Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers		Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	
Engaging in practical enquiry to answer questions		Performing simple tests Identifying and classifying		Setting up simple practical enquiries, comparative and fair tests		Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
Recording and presenting evidence		Gathering and recording data to help in answering questions		Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	



Progression in Science: Overviews

Answering questions and concluding	Using their observations and ideas to suggest answers to questions	Using straightforward scientific evidence to answer questions or to support their findings	Identifying scientific evidence that has been used to support or refute ideas or arguments
	Using their observations and ideas to suggest answers to questions	Identifying differences, similarities or changes related to simple scientific ideas and processes Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Evaluating and raising further questions and predictions		Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
		Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Using test results to make predictions to set up further comparative and fair tests
Communicating their findings		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations



Progression in Science: *Overviews*

This document shows how the working scientifically statements from the science National Curriculum for England are linked and built on across the three phases in Key Stage 1 and 2. To highlight the links, the working scientifically skills statements are grouped under the following broader skills definitions.

- Asking questions and recognising that they can be answered in different ways
- Making observations and taking measurements
- Engaging in practical enquiry to answer questions
- Recording and presenting evidence
- Answering questions and concluding
- Evaluating and raising further questions and predictions
- Communicating their findings.

Working scientifically statements that feature in more than one of the broader skills definitions are shown in red.

Under each phase the expectation is that the younger year group works with more support and the older group independently.