**St Edmund’s and St Thomas’ Catholic Primary School - Working Scientifically Progression of skills**

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| **EYFS** | | **Years 1 & 2** | **Years 3 & 4** | **Years 5 & 6** |
| Nursery | Reception | Asking questions and recognising that they can be answered in different ways | | |
| ● Use all their senses in hands on exploration of natural materials.  ●**Explore** collections of materials with similar and/or different properties.  ●**Talk about what they see**, using a wide vocabulary.  ●Plant seeds and care for growing plants.  ●Understand the key features of the life cycle of a plant and an animal.  ●Begin to understand the need to respect and care for the natural environment and all living things.  ●Explore and talk about different forces they can feel.  ●Talk about the differences between materials and changes they notice. | ●**Explore** the natural world around them.  ●**Describe** what they see, hear and feel whilst outside.  ●**Recognise** some environments that are different to the one in which they live.  ●**Understand** the effect of changing seasons on the natural world around them. | 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 |
| 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 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 | Identifying scientific evidence that has been used to support or refute ideas or arguments  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 prediction | | |
|  | |  | Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  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 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 |