



EYFS
Show curiosity about objects, events and people Playing & Exploring Questions why things happen Speaking: 30-50 months
Engage in open-ended activity Playing & Exploring
Take a risk, engage in new experiences and learn by trial and error Playing & Exploring
Find ways to solve problems / find new ways to do things / test their ideas Creating & Thinking Critically
Develop ideas of grouping, sequences, cause and effect Creating & Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world The World: 30-50 months
Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing & Exploring
Make links and notice patterns in their experience Creating & Thinking Critically
Choose the resources they need for their chosen activities ELG: Self Confidence & Self Awareness Handle equipment and tools effectively ELG: Moving & Handling
Create simple representations of events, people and objects Being Imaginative: 40-60+ months
Answer how and why questions about their experiences ELG: Understanding Make observations of animals and plants and explain why some things occur, and talk about changes ELG: The World
Develop their own narratives and explanations by connecting ideas or events ELG: Speaking Builds up vocabulary that reflects the breadth of their experience Understanding: 30-50 months

* Year group focus

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	<p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Use simple equipment to observe closely</p> <p>Use his/her observations and ideas to suggest answers to questions</p> <p>Identify and classify*</p> <p>Perform simple tests*</p>	<p>Communicate his/her ideas what he/she does and what he/she finds out in a variety of ways</p> <p>Use simple equipment to observe closely including changes over time*</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p>	<p>Ask different types of questions and use different types of scientific enquiries to answer them*</p> <p>Make systematic and careful observations, and where appropriate, take accurate measurement using standard units, using a range of equipment, including thermometers and data loggers *</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them*</p> <p>Set up simple practical enquiries, comparative and fair tests*</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment,</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary*</p> <p>Take measurements using scientific equipment, with increasing accuracy and precision, taking repeat findings when appropriate</p> <p>Record data and results of increasing complexity</p>	<p>Consolidation of the below skills and developing independence in science</p> <p>Plan different types of scientific enquiries to answer their own or others questions, including recognising and controlling variables where necessary*</p> <p>Take measurements, using scientific equipment, with increasing accuracy and</p>

	<p>Gather and record data to help in answering questions*</p>	<p>Identify, group and classify</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the NC*</p> <p>Compare simple comparative tests</p> <p>Gather and record data to help in answering questions including from secondary sources of information*</p>	<p>Set up simple practical enquiries, comparative and fair tests*</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions*</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables*</p> <p>Report on findings from, including oral and written explanations, displays or presentations of results and conclusions*</p> <p>Use results to draw simple conclusions, make predictions and new values, suggest improvements and raise further questions*</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes*</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings</p>	<p>including thermometers and data loggers*</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions*</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables*</p> <p>Report on findings from, including oral and written explanations, displays or presentations of results and conclusions*</p> <p>Use results to draw simple conclusions, make predictions and new values, suggest improvements and raise further questions*</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes*</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings</p>	<p>using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs*</p> <p>Use test result to make predictions to set up further comparative and fair tests*</p> <p>Report and present findings from enquiries including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations*</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments*</p>	<p>precision, taking repeat findings when appropriate*</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs*</p> <p>Use test result to make predictions to set up further comparative and fair tests*</p> <p>Report and present findings from enquiries including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations*</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments*</p>
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Heaton Park Primary School - Scientists Skills Progression – Working Scientifically

