



# Savile Park Primary School

## Progression in science – working scientifically



<b>Working scientifically</b>	<b>Phase 1 Reception (<i>Play, create, engage</i>)</b>	<b>Phase 2 Year 1 and 2 (<i>Develop close observation</i>)</b>	<b>Phase 3 Years 3 and 4 (<i>Develop systematic approach</i>)</b>	<b>Phase 4 Years 5 and 6 (<i>Develop independence</i>)</b>
<b>Ask questions and predict</b>	Pupils have their own ideas based on what they have observed around them	Ask their own questions based on their observations	Ask their own questions relevant to the topic	Ask their own questions about scientific phenomena
<b>Plan enquiry</b>	Pupils act on own ideas to select what they might need to test an idea	Recognise that questions can be answered in different ways	Use different types of scientific enquiries to answer questions	Select and plan different types of scientific enquiries to answer questions
<b>Set up enquiry</b>	Pupils test their ideas with support	Perform simple tests	Set up simple practical enquiries, comparative and fair tests	Set up a fair test by recognising and controlling variables where necessary
<b>Observe and measure</b>	Notice similarities and difference, use senses and look closely, use simple equipment and tools carefully	Observe closely, using simple equipment	Make systematic and careful observations and, where appropriate, take accurate measurements, using standard units with a range of equipment	Take measurements and make observations using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate
<b>Record</b>	Create simple representations of people and objects	Gather, group and record data to help in answering questions	Gather, classify and present data in a variety of ways to help in answering questions. Record findings using simple and relevant scientific language, drawings, labelled diagrams, keys, bar charts and tables	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs



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<b>Explain clearly (report)</b>	Pupils begin to use scientific words and talk about categories such as animals and plants	Identify and classify. Use appropriate scientific language to communicate ideas	Report on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.	Report and present findings from enquiries using appropriate scientific language, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
<b>Evaluate (conclude)</b>	Question why things happen	Use their observations and ideas to suggest answers to questions	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings	Use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments
<b>Vocabulary</b>	question, same, different, if, how, why, where, same, different	diagram, question, answer, observe, observing, equipment, identify, classify, sort, group, record, chart, data, compare, contrast, describe, biology, chemistry, physics	measure, predict, prediction, variable, fair test, investigation, method, accurately, record, results, conclusion	

***Types of enquiry: observing changes over time, noticing pattern, grouping and classifying, comparative and fair tests, using secondary sources***