

Year	Progression
Reception	To ask <b>simple question</b> To <b>identify</b> similarities and differences
Year 1	To <b>ask and answer</b> simple questions To observe closely, using simple equipment To perform simple tests To <b>identify and classify</b> by similarities and differences To use their observations and ideas to suggest answers to questions To gather and record data to help answer questions.
Year 2	To ask <b>simple questions and recognise that they can be answered</b> in different ways. To observe closely, using simple equipment. To perform simple tests to answer questions. To <b>identify and classify</b> using age appropriate scientific language. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.
Year 3	To <b>ask relevant questions</b> and using different types of scientific enquiries to answer them. To set up simple practical enquiries, comparative and fair tests. To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To <b>gather, record, classify</b> and present data in a variety of ways to help in answering questions.
Year 4	To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions To use results to draw simple conclusions, make predictions for new values, suggest improvements and <b>raise further questions</b> To <b>identify differences, similarities</b> or changes related to simple scientific ideas and processes To use straightforward scientific evidence to answer questions or to support their findings.
Year 5	To plan different types of scientific enquiries <b>to answer questions</b> , including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, <b>classification keys, tables</b> , bar and line graphs To use test results to make predictions to set up further comparative and fair tests To report and present findings from enquiries, including conclusions, degree of trust in results, in oral and written forms such as displays and other presentations.
Year 6	To plan different types of scientific enquiries <b>to answer questions</b> , including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, <b>classification keys, tables</b> , scatter graphs, bar and line graphs To use test results to make predictions to set up further comparative and fair tests To report and present 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 identifying scientific evidence that has been used to support or refute ideas or arguments.

