



## Working Scientifically Progression Map

Enquiry Skills		Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Plan	<b>Asking Questions</b>	I can ask questions about what things are made of and how they work	I can ask simple questions: What something is, How things are similar and different, How things work, Which alternative is better, How things change How things happen I can answer some of the questions with support, in scenarios. I contribute to planning our investigations	I can ask questions based on my prior knowledge. I can answer questions posed by my teacher I can choose what to look for to answer questions I can research using secondary sources when I can't practically do it myself. I can identify the type of inquiry used to answer questions.	I can ask scientific questions based on enquiries I have done in the past. I can ask question based on my scientific knowledge. I can choose how to gather evidence to answer my questions. I can choose which type of enquiry I used and say why. I use secondary sources to answer my own questions. I can decide which variables I change.
	<b>Making Predictions</b>	I can say what might happen if..	I can make simple predictions saying what I think will happen or which will be the best choice.	I can predict results based on my prior knowledge	I can predict results and justify them scientifically.
Do	<b>Setting Up Tests</b>	I can set up a simple test	With support and guidance:	I can begin to use practical resources to plan investigations.	I can use practical resources to plan and carry out investigations

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			<p>I can classify items by criteria (sorting)</p> <p>I can complete comparative tests (which is the best?)</p> <p>I can complete pattern seeking enquiries</p> <p>I can make observations over time</p> <p>I can use secondary sources</p>	<p>With some guidance:</p> <p>I can classify</p> <p>I can perform fair tests</p> <p>I can observe over time</p> <p>I can perform pattern seeking investigations</p> <p>I can perform comparative tests</p>	<p>Independently:</p> <p>I can carry out fair tests, choosing variables.</p> <p>I can perform comparative tests</p> <p>I can choose which measurements to take over time and for how long</p> <p>I can find patterns and relationships.</p>
	<b>Observing and Measuring</b>	I can say what happens when I complete my test	<p>I can use my senses to make observations</p> <p>I can use magnifying glasses to observe closely</p> <p>I can measure by comparison</p> <p>I can measure using non-standard units</p>	<p>I can make careful observations</p> <p>I can measure:</p> <p>length, time temperature capacity Using standard units.</p>	<p>I can choose the most appropriate equipment to get the most precise results.</p> <p>I can make decisions to improve my enquiry.</p>
<b>Record</b>	<b>Recording Data</b>		<p>I can record my observations using:</p> <p>Drawings, labelled diagrams, writing</p> <p>I can record my measurements using:</p> <p>Tables Pictograms Tally charts Block graphs</p>	<p>With help I can decide how to record my evidence</p> <p>I can record observations in various ways (See KS1)</p> <p>I can record measurements using:</p> <p>Tables Tally charts Bar charts</p> <p>I can classify using:</p> <p>Tables Venn Diagrams</p>	<p>I can decide how to record evidence.</p> <p>I can record observations in various ways (See KS1 + scientific diagrams)</p> <p>I can record measurements using:</p> <p>Tables Tally charts Bar charts Line Graphs Scatter graphs</p>

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			I can sort using tables and sorting rings	Carroll diagrams	I can classify using: Tables Venn Diagrams Carroll diagrams Classification keys  I can use this data to answer the questions
<b>Review</b>	<b>Interpreting and Communicating Results</b>	I can talk about what happened.  I can say if it was what I thought.	I can use my observations to suggest answers to questions.  I can recognise 'biggest and smallest', 'best and worst' etc. from my results.	I can use my observations to answer questions and link this to the evidence gathered.  I can generate simple comparative statements based on my evidence.  I can identify patterns and causal relationships.  I can draw conclusions based on my evidence and current subject knowledge.	I can use my observations to answer questions and link this to the evidence gathered.  I can compare my results with other sources  I can describe how ideas have changed over time.  I can identify anomalies in my results.  I can explain my findings scientifically.
	<b>Evaluating</b>	I can say ways to try a new test linked to my test.  I can say what I could do next		I can suggest how to do my test differently to improve  I can suggest what might happen using what I have found out  I can ask further questions based on what I have found out.	I can say if my test was accurate.  I can suggest ways to improve my tests.  I can use my findings to create further tests

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