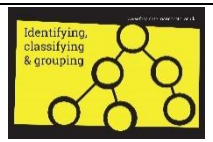
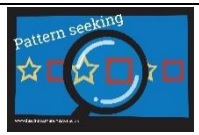
BURRADON COMMUNITY PRIMARY SCHOOL

Science progression of working scientifically skills and vocabulary EYFS-Year 6

Working scientifically skills are to be explicitly taught alongside content and a scientific enquiry type

Types of scientific enquiry

				
Identifying, classifying and grouping	Comparing and fair testing	Observing over time	Pattern seeking	Researching using secondary sources

Working scientifically skills and vocabulary progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Despite explicit skill not being taught, children will still be exposed to some vocabulary throughout their science learning	Asking simple questions and recognising that they can be answered in different ways with support Observing closely, using simple equipment (non-standard units of measure) Performing simple tests with support Identifying and classifying in given ways	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment (rulers, measuring stick, trundle wheel) Performing simple tests independently Identifying and classifying in a	Asking relevant questions and using different types of scientific enquiries to answer them with support Setting up simple practical enquiries, comparative and fair tests with support Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers	Asking relevant questions and using different types of scientific enquiries to answer them independently Setting up simple practical enquiries, comparative and fair tests independently Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary with support Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate with support Recording data and results of increasing complexity using scientific diagrams and labels, classification	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary with increasing independence Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate independently Recording data and results of increasing complexity using

	Using their observations and ideas to suggest answers to questions with support Gathering and recording data to help in answering questions (supported pictograms and tally charts)	variety of ways independently Using their observations and ideas to suggest answers to questions independently Gathering and recording data to help in answering questions (pictograms, tally charts, block diagram, tables)	and data loggers with support Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (pictograms, tally charts, block diagrams, tables) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables with support Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions with support (stem sentences) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions with support Identifying differences, similarities or changes related to simple scientific ideas and processes	thermometers and data loggers independently Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (pictograms, tally charts, block diagrams, tables, bar charts, time graphs) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables independently Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions with increasing independence Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions independently Identifying differences, similarities or changes	keys, tables, scatter graphs, bar and line graphs (pictograms, tally charts, tables, bar charts, time graphs, line graphs, timetables) Using test results to make predictions to set up further comparative and fair tests with support Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations with support (stem sentences, models, examples) Identifying scientific evidence that has been used to support or refute ideas or arguments	scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (pictograms, tally charts, tables, bar charts, time graphs, line graphs, timetables, pie charts) Using test results to make predictions to set up further comparative and fair tests with increasing independence Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations with increasing independence Identifying scientific evidence that has been used to support or refute ideas or arguments and explaining why

			Using straightforward scientific evidence to answer questions or to support their findings with support	related to simple scientific ideas and processes and suggesting links to similar processes and ideas Using straightforward scientific evidence to answer questions or to support their findings with increasing independence		
Question, answer, find, learn, curious, look, feel, touch, taste, sight, tools, tall, small, long, short, measure, test, drawing, photograph, sort, talk, share	All for EYFS and: same, different, change, explore, observe, identify, compare, senses, equipment, findings, classify, patterns, record, diagram, table, measurement, experience, think, results	All for year 1 and: Similar, difference, data, predict, conclude	All for EYFS, year 1, 2 and: evidence, sources, practical, enquiry, systematic, careful, length, time, temperature, capacity, plan, present, keys, interpret, comparative, relationships, values, improvement, value, method, repeat, explanation, communicate, audience	All for EYFS, year 1, 2,3 and: Prior knowledge, secondary sources, accurate	All for EYFS, year 1, 2, 3, 4 and: Experience, justify, accuracy, decisions, sample, observation, frequency, recognising, controlling, variables, scatter graphs, line graphs, trust, presentation, limitations, illustration	All for EYFS, year 1, 2, 3, 4, 5 and: Sample size precision, classification, observation period, Carroll diagrams

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