

St Mary's Primary School, Oxted

Science Progression

Progression in Science					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically: Ask simple questions and recognise that they can be answered in different ways (Year 1 focus). I can ask questions and know they can be answered in different ways. Use simple equipment to observe closely (Year 1 focus). I can look closely, using equipment. Perform simple tests (Year 1 focus). I can do tests. Identify and classify (Year 1 focus). I can name and group. Use his/her observations and	Working Scientifically: Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus). I can ask questions and know they can be answered in different ways. Use simple equipment to observe closely including changes over time (Year 2 focus). I can watch closely using equipment. Perform simple comparative tests (Year 2 focus).	Working Scientifically: Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus). I can ask questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests (Year 3 focus.) I can set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate,	Working Scientifically: Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus). I can ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests (Year 4 focus). I can set up practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using	Working Scientifically: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus). I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when	Working Scientifically: Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus). I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking

St Mary's Primary School, Oxted

Science Progression

ideas to suggest answers to questions (Year 1 focus). I can use my observations and ideas to suggest answers to questions. Gather and record data to help in answering questions (Year 1 focus). I can collect and record data to help answer questions.	I can do tests. Identify, group and classify (Year 2 focus). I can name and group. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus). I can use my observations and ideas to suggest answers to questions. Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus). I can collect and record data to help answer questions.	take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus). I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus). I can gather, record, classify and present data in a variety of	standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus). I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help with answering questions (Year 4 focus). I can gather, record, classify and present data in a variety of	appropriate (Year 5 focus). I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs (Year 5 focus). I can record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus).	repeat readings when appropriate (Year 6 focus). I can take accurate measurements, using a range of scientific equipment, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus). I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to
--	---	---	---	--	---

St Mary's Primary School, Oxted

Science Progression

		ways to help with answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus). I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus). I can report on findings from enquiries, including spoken and	ways to help with answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus). I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus). I can report on findings from enquiries, including spoken and	Use test results to make predictions to set up further comparative and fair tests (Year 5 focus). I can use test results to make predictions to set up further comparative and fair tests. 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 (Year 5 focus). I can talk about and present findings from enquiries, including conclusions, causal	set up further comparative and fair tests (Year 6 focus). I can use test results to make predictions to set up further comparative and fair tests. 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 (Year 6 focus). I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and
--	--	--	--	--	--

St Mary's Primary School, Oxted

Science Progression

		written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus). I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus).	written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus). I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus).	relationships and explanations of how reliable the information is. Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus). I can identify scientific evidence that has been used to support or refute ideas or arguments.	written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments (Year 6 focus). I can identify scientific evidence that has been used to support or refute ideas or argument. Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
--	--	---	---	--	---

St Mary's Primary School, Oxted

Science Progression

		I can explain differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus). I can use straightforward scientific evidence to answer questions or to support my findings.	I can identify differences, similarities or changes related to scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus). I can use scientific evidence to answer questions or to support my findings.		I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources. Group and classify things and recognise patterns. I can group and classify things and recognise patterns. Find things out using a wide range of secondary sources of information. I can find things out using a wide range of secondary sources of information. Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her
--	--	--	--	--	---

St Mary's Primary School, Oxted

Science Progression



					methods and findings. I can use scientific language and ideas to explain, evaluate
--	--	--	--	--	---