Brize Norton Primary School

We **SHINE** for ourselves and each other with kindness

Stirving, Helping, Inspiring, Nurturing, Excelling

Science Progression

	EYFS	Year 1 - 2	Year 3 - 4	Year 5 - 6
Questioning and Communicating	• Look at the world around them and talk about what they see	• Explore the world around them and raising their own simple questions • Recognise that questions can be answered in different ways. • Talk about what they have found out and how they found it out, using simple scientific language	• Raise their own relevant questions about the world around them • Start to make their own decisions about the most appropriate type of scientific enquiry to answer questions • With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions • Use relevant scientific language to communicate their findings orally and in writing • With support, identify new questions arising from the data and find ways of improving what they have done	• Use their scientific experiences to explore ideas and raise different kinds of questions • Select and plan the most appropriate type of scientific enquiry to use and answer scientific questions • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas • Use their results to make predictions and identify when further observations, comparative or fair tests might be needed
Observing changes over time	• Observe the signs of the changing seasons and how plants grow over time	• Observe closelyusing simple equipment • Use their observations and ideas to suggest answers to questions	• Make systematic and careful observations • Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used	• Make their own decisions about what observations to make, what measurements to use and how long to make them for
Pattern-seeking	• Notice simple patterns in how the seasons change	• Begin to notice patterns and relationships. • Data representation by symbols, diagrams, graphs and/or tables.	• Begin to look for naturally-occurring patterns and relationships and decide what data to collect to identify them	• Look for different causal relationships in the data and identify evidence that refutes or supports their ideas

			• Collect and record data from their own observations and measurements • Help to make decisions about how to analyse the data (e.g. through bar charts, tables, drawings, labelled diagrams)	• Decide how to record data of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Grouping and Classifying	• Divide a set of objects into two groups by a range of criteria	• Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them	• Talk about criteria for grouping, sorting and classifying, and use simple keys	• Use and develop keys and other information records to identify, describe and classify living things and materials • Identify patterns which might be found in the environment
Comparative and fair testing	• Use non-standard forms of measurement	• Experience different types of scientific enquiries, including practical activities • Perform simple tests • Measure with simple equipment (e.g. hand lenses, egg timers)	• Know what makes a test fair • Set up simple fair tests • Take accurante measurements using standard units, including using a range of equipment accurately (e.g. thermometers)	• Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why • Choose the most appropriate equipment to take measurements with increasing precision and explain how to use it accurately. • Take repeat measurements where appropriate
Research	• Use scientific picture books to learn about the world	• As people and use simple secondary sources to find answers	• Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations	• Talk about how scientific ideas have changed over time • identify scientific evidence which has been used to support or refute ideas or arguments • Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact

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