Bledington Primary School

Science Progression

(Started 2019 - Reviewed 2021 with new EYFS added)

So, remember to look up at the stars and not down at your feet. Try to make sense of what you see and hold on to that childlike wonder about what makes the universe exist.

Stephen Hawking theoretical physicist, cosmologist

	Foundation Stage The Natural World	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ideas and Evidence	• To collect evidence to try and answer a question	• To collect evidence to try and answer a question	• To decide what evidence would help answer a question • To collect relevant evidence to answer a question	• To collect relevant evidence in a variety of contexts to answer a question or test an idea	• To collect relevant evidence in a variety of contexts to test an idea or prediction based on their scientific knowledge and understanding	• To collect relevant evidence in a variety of contexts to test an idea or prediction based on their scientific knowledge and understanding • To consider how scientists have to combine evidence with creative thinking to arrive at new ideas	• To consider how scientists have to combine evidence, including observations and measurements with creative thinking to arrive at new ideas to explain observed phenomenon
Investigation Skills	• To say what might happen next	• To say what they think will happen next based on what they have observed already	• To say what they think will happen next based on what they have observed already • To suggest some ideas and questions based on what they have observed • To consider if something they have observed was 'fair' or 'unfair'	• Suggest questions and ideas about things they have observed • Suggest ways they could test their ideas or answer their own questions • To consider how to collect sufficient evidence in a situation • To consider what make a test 'fair' or amount of evidence 'sufficient'	• To suggest questions that could be tested about things they have observed • To make predictions about what might happen next, some of which are based on their existing scientific knowledge • To plan how they could collect sufficient evidence to answer a question • To understand the concept of 'fair' in a test • Choose appropriate apparatus to use	• To make clear predictions about what might happen next, based on their existing scientific knowledge • To plan how they could collect sufficient evidence to answer a question • To plan a 'fair test' enquiry • To identify factors that need to be taken into consideration in a certain situation	• To model how to change ideas to questions that can be tested • Where appropriate, make a prediction based on their existing scientific knowledge • Plan a test independently which would produce evidence to answer their own question • To choose for themselves which equipment to use and what evidence to collect
Obtaining and presenting evidence	• To make observations and describe what they see, feel and hear LINKED TO ELG • Explore the natural world around them making observations and drawing pictures of plants and animals	• To make observations using appropriate senses • To begin to take some measurements using non-standard measures and record them	• To make observations and measurements in standard and non-standard measures • To record observations • To present results in a table, using ICT where appropriate	• To make observations and comparisons • To measure length, volume of liquid and time in standard measures using equipment correctly • To present results by drawing a chart using ICT where appropriate	• To make observations and comparisons of relevant features in a variety of contexts • To make measurements of temperature, time and force as well as length • To think about why observations and measurements might need to be repeated • To present results in bar charts and tables, using ICT where appropriate	• To make relevant observations to the question • To consolidate measures of volume, temperature, time and length using appropriate units and scales • To think about why observations and measurement should be repeated • To present results in a bar chart, table or graph, using ICT where appropriate	• To make a variety of relevant observations and measurements, using all apparatus correctly • Deciding when observations and measurements need to be repeated or checked to give more reliable data • To use tables, bar charts and line graphs to present relevant results to help answer a question, using ICT where appropriate
Considering evidence and	• To observe similarity or difference between observations of living things or objects	• To make simple comparisons between living things and objects	• To make comparisons, identifying multiple similarities and differences between things	• To draw conclusions from results and begin to use scientific knowledge to suggest explanations for them	• To identify trends and patterns in results presented in tables and charts, sometimes	• To decide whether results support any predictions made at the start	• To make comparisons and evaluate repeated results, identifying results that do not fit the

evaluating	• To draw a simple conclusion from what they saw **Linked to ELG** • Know some similarities and differences between the natural world around them and contrasting areas, drawing on experiences and what has been read in class • Understand some important processes and changes in the natural world around them	• To group things based on their similarities or differences • In some cases, say what their observation shows or if it was what they expected • To draw a simple conclusion from what they saw	• To say what their observations show • To say if their prediction was the same as what they saw • To explain what process they took • In some cases, explain what they found out and draw a simple conclusion	• To make generalisations and begin to identify patterns in results, sometimes presented in tables • To explain what process they took in chronological order	suggesting explanations for them • To explain what the evidence shows and whether it supports any predictions made at the start • To link evidence to scientific knowledge and understanding in the context of their experiment	• To begin to evaluate repeated results and identify odd ones out • To recognise and make predictions from the patterns they spotted in a data • To suggest explanations for patterns they spotted in the data, using scientific knowledge • To draw a conclusion, indicating if it matches their prediction • To explain, if the conclusions differs from the prediction, why they think this is,	patterns and suggesting reasons for this • To use the results they have and any patterns they have spotted to draw a conclusions and a future prediction • To suggest and evaluate processes used and link it to issues in the data, if any