Example Progression Grid - Science

	EYFS	
	Nursery	**Reception**
Working Scientifically	Make observations using their senses and simple equipment. Record their observations by drawing. Talk about what they see. Talk about differences and changes they notice. Understand 'why' questions.	Make observations and record by taking photographs, using sorting rings or boxes and on simple tick sheets. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Offer explanations for why things might happen. Ask questions to clarify their understanding. Listen attentively and respond to what they hear with relevant questions. Talk about what they are doing and what they have found. Identify, sort and group.

	KS1	
	Year 1	**Year 2**
	Ask simple questions and recognise that they can be answered in different ways. Begin to say what might happen in an investigation, Use simple equipment to observe closely. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	Ask simple questions and recognise that they can be answered/investigated in different ways including use of scientific language from the national curriculum. Begin to make predictions. Use simple equipment to observe closely including changes over time. Perform simple comparative tests. Identify, group and classify. Use their observations and ideas to suggest answers to questions, noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information.
	LKS2	
	Year 3	**Year 4**

Working Scientifically	Use ideas to pose relevant questions and use some different types of scientific enquiries to answer them. Make predictions. Begin to set up some simple practical enquiries including comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Begin to gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language and present in note form, writing frames, diagrams, tables and charts. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Begin to 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.	Ask relevant questions and use different types of scientific enquiries to answer them. Make predictions and bring to give a reason. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations. Confidently take accurate measurements using standard units, using a range of equipment, including thermometers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using 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, using scientific language with increasing confidence. 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 and begin to think of cause and effect in explanations.

		Use straightforward scientific evidence to answer questions or to support his/her findings.
	UKS2	
	Year 5	**Year 6**
Working Scientifically	Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Make predictions, giving a reason why, using scientific vocabulary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Begin to 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.	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. Confidently 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, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Confidently 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.

	Identify scientific evidence that has been used to support or refute ideas or arguments.	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. 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. Group and classify things and recognise patterns.