

| Year Group | Progression in Working Scientifically |
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| Year 1 | <ul style="list-style-type: none"> • observing closely using simple equipment • performing simple tests • identifying and classifying • recording findings using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays. |
| Year 2 | <ul style="list-style-type: none"> • observing closely using simple equipment • performing simple tests • identifying and classifying • recording findings using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays |
| Year 3 | <p>During Year 3, through teaching Programme of Study content, pupils should use the practical scientific processes and methods to which they were introduced in Years 1-2. In addition, they should also use the following practical scientific processes and methods, as appropriate:</p> <ul style="list-style-type: none"> • setting up simple comparative and fair tests, using a range of equipment including dataloggers • beginning to make accurate measurements using standard units • recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables • reporting on findings from investigations, including written explanations of results and conclusions, displays or presentations • using results to draw simple conclusions and suggest improvements and predictions for setting up further tests. |
| Year 4 | <p>During Year 4, through teaching Programme of Study content, pupils should use the practical scientific processes and methods to which they were introduced in Years 1-2. In addition, they should also use the following practical scientific processes and methods, as appropriate:</p> <ul style="list-style-type: none"> • setting up simple comparative and fair tests, using a range of equipment including data-loggers • beginning to make accurate measurements using standard units • recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables • reporting on findings from investigations, including written explanations of results and conclusions, displays or presentations • using results to draw simple conclusions, and suggest improvements and predictions for setting up further tests. |
| Year 5 | <p>During Year 5, through teaching Programme of Study content, pupils should use the practical scientific processes and methods to which they were introduced in Years 1-4. In addition, they should also use the following practical scientific processes and methods, as appropriate:</p> <ul style="list-style-type: none"> • planning investigations, including, recognising and controlling variables where appropriate • taking measurements using a range of scientific equipment with increasing accuracy and precision • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models • reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions • presenting reports of findings in written form, displays and presentations • continuing to develop the ability to use test results to make predictions to set up further comparative and fair tests. |
| Year 6 | <p>During Year 6, through teaching Programme of Study content, pupils should use the practical scientific processes and methods to which they were introduced in Years 1-4. In addition, they should also use the following practical scientific processes and methods, as appropriate:</p> <ul style="list-style-type: none"> • planning investigations, including recognising and controlling variables where appropriate • taking measurements using a range of scientific equipment with increasing accuracy and precision • recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models • reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions • presenting reports of findings in written form, displays and presentations • continuing to develop the ability to use test results to make predictions to set up further comparative and fair tests |

