



Leigh and Bransford Primary School



Progression Document

Science

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning and Communication and Sources	<ul style="list-style-type: none"> * Say what they think might happen based on first hand experiences/prior knowledge. * Use simple charts to communicate findings. 	<ul style="list-style-type: none"> * Draw simple pictures. Talk about what they see and do. * Use simple charts to communicate findings. Identify key features ask questions 	<ul style="list-style-type: none"> * Describe their observations using some scientific vocabulary. * Use a range of simple texts to find information. * Suggest how to find things out. * Identify key features. Ask questions 	<ul style="list-style-type: none"> * Use pictures, writing, diagrams and tables as directed by their teacher. * Use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms. Select the appropriate format to record their observations 	<ul style="list-style-type: none"> * Record observations, comparisons and measurements using tables and bar charts. * Begin to plot points to form a simple graph. * Use graphs to point out and interpret patterns in their data. * Select information from a range of sources provided for them 	<ul style="list-style-type: none"> * Record observations. Systematically use appropriate scientific language and conventions to communicate quantitative and qualitative data. * Select a range of appropriate sources of information including books, internet and CD Rom 	<ul style="list-style-type: none"> * Choose scales for graphs which show data and features effectively. * Identify measurements and observations which do not fit into the main pattern. * Begin to explain anomalous data. * Use appropriate ways to communicate quantitative data using scientific language.
Enquiring and Testing and Obtaining and Presenting Evidence	<ul style="list-style-type: none"> * Children begin to understand that ideas can be tested. * Begin to compare some living things. 	<ul style="list-style-type: none"> * Test ideas suggested to them. * Say what they think will happen and why. * Use first hand experiences to answer questions. * Children compare some living things. 	<ul style="list-style-type: none"> * Use simple equipment provided to aid observation compare objects, living things or events. * Make observations relevant to their task. 	<ul style="list-style-type: none"> * Put forward own ideas about how to find the answers to questions. * Recognise the need to collect data to answer questions. * Carry out a fair test with support. 	<ul style="list-style-type: none"> * With help, pupils begin to realise that scientific ideas are based on evidence. * Show in the way they perform their tasks how to vary one factor while keeping others the same. 	<ul style="list-style-type: none"> * Use previous knowledge and experience combined with experimental evidence to provide scientific explanations. * Recognise the key factors to be considered in 	<ul style="list-style-type: none"> * Describe evidence for a scientific idea. * Use scientific knowledge to identify an approach for an investigation. * Explain how the interpretation leads to new ideas

			<ul style="list-style-type: none"> * Begin to recognise when a test or comparison is unfair. * Use first hand experiences to answer questions 	<ul style="list-style-type: none"> * Recognise and explain why it is a fair test with help, * Pupils begin to realise that scientific ideas are based on evidence. 	<ul style="list-style-type: none"> * Decide on an appropriate approach in their own investigations to answer questions. * Describe which factors they are varying and which will remain the same and say why 	<p>carrying out a fair test</p>	
<p>Observing and Recording</p>	<ul style="list-style-type: none"> • Children make observations of animals and plants and look closely at similarities, differences, pattern and change. • Children begin to record their findings in simple ways. 	<ul style="list-style-type: none"> * Make observations using appropriate senses. * Record observations. * Communicate observations orally, in drawing, labelling, simple writing and using ICT 	<ul style="list-style-type: none"> * Respond to questions asked by the teacher. * Ask questions. * Collect and record data (supported by the teacher). * Suggest how they could collect data to answer questions. * Begin to select equipment from a limited range. 	<ul style="list-style-type: none"> * Make relevant observations. * Measure using given equipment. * Select equipment from a limited range 	<ul style="list-style-type: none"> * Carry out measurement. * Accurately make a series of observations, comparisons and measurements. * Select and use suitable equipment. * Make a series of observations and measurements adequate for the task 	<ul style="list-style-type: none"> * Make a series of observations, comparisons and measurements with increasing precision. * Select apparatus for a range of tasks. * Plan to use apparatus effectively. * Begin to make repeat observations and measurements systematically. 	<ul style="list-style-type: none"> * Measure quantities with precision using fine - scale divisions. * Select and use information effectively. * Make enough measurements or observations for the required task
<p>Considering Evidence and Evaluating</p>	<ul style="list-style-type: none"> • Make simple comparisons and groupings in relation to places, objects, material and living things. • Explain why something occur and talk about changes. 	<ul style="list-style-type: none"> * Make simple comparisons and groupings. * Say what has happened. * Say whether what has happened was what they expected. 	<ul style="list-style-type: none"> * Say what has happened. * Say what their observations show and whether it was what they expected. * Begin to draw simple conclusions and explain what they did. * Begin to suggest improvements in their work. 	<ul style="list-style-type: none"> * Begin to offer explanations for what they see and communicate in a scientific way what they have found out. * Begin to identify patterns in recorded measurements. * Suggest improvements in their work evaluate their findings. 	<ul style="list-style-type: none"> * Predict outcomes using previous experience and knowledge and compare with actual results. * Begin to relate their conclusions to scientific knowledge and understanding. * Suggest improvements in their work, giving reasons. 	<ul style="list-style-type: none"> * Make predictions based on their scientific knowledge and understanding. * Draw conclusions that are consistent with the evidence. * Relate evidence to scientific knowledge and understanding. * Offer simple explanations for any differences in their results. 	<ul style="list-style-type: none"> * Make reasoned suggestions on how to improve working methods. * Show how interpretation of evidence leads to new ideas. * Explain conclusions, showing understanding of scientific ideas.

						* Make practical suggestions about how their working methods could be improved	
--	--	--	--	--	--	--	--