

Work Scientifically Skills Progression and Vocabulary Map

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Plan	<p>Year 1 and 2 children will begin to:</p> <ul style="list-style-type: none"> • explore the world around them, leading them to ask some simple scientific questions about how and why things happen; • recognise ways in which they might answer scientific questions; • ask people questions and use simple secondary sources to find answers. 	<p>In Year 3 and 4 children will:</p> <ul style="list-style-type: none"> • start to raise their own relevant questions about the world around them in response to a range of scientific experiences; • start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; • recognise when a fair test is necessary; • help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. 	<p>In Year 5 and 6 children will:</p> <ul style="list-style-type: none"> • with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; • with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; • explore and talk about their ideas, raising different kinds of scientific questions; • ask their own questions about scientific phenomena; • select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; • make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; • plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary.

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Do	<p>Year 1 and 2 children will begin to:</p> <ul style="list-style-type: none"> • observe the natural and humanly-constructed world around them; • observe changes over time; • use simple measurements and equipment; • make careful observations, sometimes using equipment to help them observe carefully; • carry out simple practical tests, using simple equipment; • experience different types of scientific enquiries, including practical activities; • talk about the aim of scientific tests they are working on; • use simple features to compare objects, materials and living things; • decide how to sort and classify objects into simple groups with some help. 	<p>Year 3 and 4 children will:</p> <ul style="list-style-type: none"> • make systematic and careful observations; • observe changes over time; • use a range of equipment, including thermometers and data loggers; • ask their own questions about what they observe; • where appropriate, take accurate measurements using standard units using a range of equipment; • set up and carry out simple comparative and fair tests; • talk about criteria for grouping, sorting and classifying; • group and classify things. 	<p>Year 5 and 6 children will:</p> <ul style="list-style-type: none"> • choose the most appropriate equipment to make measurements and explain how to use it accurately; • take measurements using a range of scientific equipment with increasing accuracy and precision; • make careful and focused observations; • know the importance of taking repeat readings and take repeat readings where appropriate; • independently group, classify and describe living things and materials; • use and develop keys and other information records to identify, classify and describe living things and materials.

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Record	<p>Year 1 and 2 children will begin to:</p> <ul style="list-style-type: none"> · record and communicate findings in a range of ways with support; · sort, group, gather and record data in a variety of ways to help in answering questions, such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables. 	<p>Year 3 and 4 children will:</p> <ul style="list-style-type: none"> · collect data from their own observations and measurements; · present data in a variety of ways to help in answering questions; · use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; · record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. 	<p>Year 5 and 6 children will:</p> <ul style="list-style-type: none"> · decide how to record data from a choice of familiar approaches; · record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.

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Review	<p>Year 1 and 2 children will begin to:</p> <ul style="list-style-type: none"> • notice links between cause and effect with support; • begin to notice patterns and relationships with support; • begin to draw simple conclusions; • identify and discuss differences between their results; • use simple and scientific language; • read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1; • talk about their findings to a variety of audiences in a variety of ways. • 	<p>Year 3 and 4 children will:</p> <ul style="list-style-type: none"> • draw simple conclusions from their results; • make predictions; • suggest improvements to investigations; • raise further questions which could be investigated; • first talk about, and then go on to write about, what they have found out; • report and present their results and conclusions to others in written and oral forms with increasing confidence; • make links between their own science results and other scientific evidence; • identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; • use straightforward scientific evidence to answer questions or support their findings; • recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. 	<p>Year 5 and 6 children will:</p> <ul style="list-style-type: none"> • draw conclusions based in their data and observations; • use their scientific knowledge and understanding to explain their findings; • read, spell and pronounce scientific vocabulary correctly; • identify patterns that might be found in the natural environment; • look for different causal relationships in their data; • discuss the degree of trust they can have in a set of results; • independently report and present their conclusions to others in oral and written forms; • use their test results to identify when further tests and observations may be needed; • use test results to make predictions for further tests; • use primary and secondary sources evidence to justify ideas; • identify evidence that refutes or supports their ideas; • recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact; • use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas; • talk about how scientific ideas have developed over time.

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Vocabulary				
Year 1 and 2	aim answers block diagrams changes compare describe difference different enquiry	equipment experience explore findings gather group identify (name) investigate measure	notice observe patterns pictograms questions record same similarity simple tables	sort sorting diagrams tally charts test What will we do? (plan) What do you think will happen? (prediction) What happened? (results) What have we found out? (conclusion)
Year 3 and 4	accurate bar chart chart classify comparative test conclusion (What have we found out?) criteria practical enquiry	data develop diagram evaluate evidence prediction (What do you think will happen?) questioning reasoning	explanation key making a test fair method observations plan (What will we do?) primary sources relationships	results (What happened?) secondary sources standard units table What do we change, what do we keep the same, what are we measuring?
Year 5 and 6	accuracy and precision bar graphs causal relationship degree of trust	dependent variable independent variable justify	line graphs refute repeat results	scatter graphs support variables (what do we change, what do we keep the same, how and what are we measuring?)