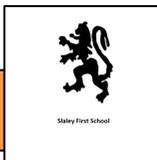


Science – Progression Map – Working Scientifically



EYFS	Year 1	Year 2	Year 3	Year 4
<p>Nursery</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Asking simple questions and recognising that they can be ANSWERED in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and CLASSIFYING</p> <p>Using their observations and ideAS to suggest answers to questions</p> <p>Gathering and recording data to help in ANSWERING questions</p>	<p>Asking simple questions and recognising that they can be ANSWERED in different ways</p> <p>OBSERVING closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and CLASSIFYING</p> <p>Using their observations and ideAS to suggest answers to questions</p> <p>Gathering and recording data to help in ANSWERING questions</p>	<p>Asking relevant questions and USING different types of Scientific enquiries to ANSWER them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate MEASUREMENTS using standard UNITS, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, CLASSIFYING and presenting data in a variety of ways to help in ANSWERING questions</p> <p>Recording findings USING simple Scientific language, DRAWINGS, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise</p>	<p>Asking relevant questions and USING different types of Scientific enquiries to ANSWER them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate MEASUREMENTS using standard UNITS, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, CLASSIFYING and presenting data in a variety of ways to help in ANSWERING questions</p> <p>Recording findings USING simple Scientific language, DRAWINGS, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further</p>

<p>Reception</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			<p>further questions</p> <p>Identifying differences, similarities or CHANGES related to simple Scientific ideas and processes</p> <p>Using straightforward scientific evidence to ANSWER questions or to support their findings.</p>	<p>questions</p> <p>Identifying differences, similarities or CHANGES related to simple Scientific ideas and processes</p> <p>Using straightforward scientific evidence to ANSWER questions or to support their findings</p>
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