



## Working Scientifically Progression

Skills Progression	EYFS	Year 1	Year 2	Year 3
<p><b>Five types of experimental skills</b></p> <ol style="list-style-type: none"><li>1. Observe over time</li><li>2. Pattern seeking</li><li>3. Identifying, classifying and grouping</li><li>4. Comparative and Fair test</li><li>5. Research using secondary sources</li></ol>	<ol style="list-style-type: none"><li>1. I can observe changes over time</li><li>2. I can observe changes and patterns</li><li>3. I can identify and classify</li><li>4. I can perform simple tests</li><li>4. I can perform a fair test with adult support</li></ol>	<ol style="list-style-type: none"><li>1. I can observe changes over time</li><li>2. I can observe changes and patterns</li><li>3. I can identify and classify</li><li>4. I can perform simple tests</li><li>4. I can perform a fair test with adult support</li></ol>	<ol style="list-style-type: none"><li>1. I can use simple equipment to observe closely including changes over time</li><li>2. I can use observations and ideas to suggest answers to questions noticing similarities, differences and patterns</li><li>3. I can identify, group and classify</li><li>4. I can perform simple comparative tests</li><li>5. I can gather and record data to help in answering questions including from secondary sources of information</li></ol>	<ol style="list-style-type: none"><li>1. I can make systematic and careful observations over time</li><li>2. I can ask questions surrounding patterns I have found in data.</li><li>3. I can gather, record, classify and present data in a variety of ways</li><li>4. I can set up simple practical enquiries, comparative and fair tests</li><li>5. I can use secondary sources with adult support to help clarify results seen.</li></ol>

<p style="text-align: center;"><b>Questions</b></p>	<p>I can ask simple questions</p>	<p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can communicate my ideas, what I can do and what I can find out in different ways</p>	<p>I can ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>I can communicate my ideas, what I can do and what I can find out in different ways</p>	<p>I can ask relevant questions to answer my questions in different ways using scientific language from the national curriculum.</p> <p>I can ask questions surrounding patterns I have found in data.</p>
<p style="text-align: center;"><b>Using scientific equipment</b></p>	<p>I can use magnifying glasses to look at objects in more detail</p> <p>I can measure out ingredients using scientific and mathematic equipment</p>	<p>I can use simple equipment to observe closely</p> <p>I can use hand lenses and egg timers</p>	<p>I can use simple equipment to observe closely including changes over time</p> <p>I can ask my own questions about what I notice</p> <p>I can use hand lenses and egg timers</p>	<p>I can set up simple practical enquiries, comparative and fair tests</p> <p>I can make systematic and careful observations over time</p>

				<p>I can take measurements using standard units, using a range of equipment.</p> <p>I can set up simple practical enquiries, comparative and fair tests</p>
<b>Recording data</b>	I can record observations in ways that are important and meaningful to me.	<p>I can gather and record data to help in answering questions</p> <p>I can use simple scientific language such as: with help</p>	I can gather and record data to help in answering questions including from secondary sources of information	<p>I can gather, record, classify and present data in a variety of ways.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>
<b>Reporting on findings</b>				I can report on findings from enquiries, using presentations of results and conclusions

				<p>I can use results to draw simple conclusions.</p> <p>I can use secondary sources with adult support to help clarify results seen.</p>
<b>Using scientific evidence</b>				<p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings</p>