SCIENCE AT LAUREL LANE
Whole School Overview
Working Scientifically Progression

Gather, record and classify data

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Gather and record simple data. • Sort objects and living things into groups based on simple properties.	• Gather and record data to help in answering questions. • Identifying and classifying.	• Recording findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	• Gather, record and classify data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	• Record data using scientific diagrams and labels, classification keys, tables, bar and line graphs.	• Record data and results of increasing complexity using scientific diagrams and labels, classification keys

Present Findings

• Explain what they found out to an adult or partner.	• Talk about what they have found out and how they found it out.	• Report on findings from enquiries, including oral and written explanations.	• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	• Report and present findings from enquiries, including conclusions and begin to identify casual relationships in oral and written forms such as displays and other presentations.	• Report and present findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

Answer questions and make conclusions

• Answer simple questions.	• Use their observations and ideas to suggest answers to questions.	• Make simple conclusions. • Use results, findings or observations to answer questions.	• Use straight-forward scientific evidence to answer questions or to support their findings. • Use results to draw simple conclusions. • Begin to identify differences, similarities or changes related to	• Make conclusions based on scientific evidence and from their own testing and findings. • Identify scientific evidence	• Make conclusions based on scientific evidence and from their findings. • Identify scientific evidence that has been used to support or refute ideas or arguments.

			simple ideas or processes.		
Evaluate					
		• Suggest questions for further investigation.	• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	• Continue to use results to draw simple conclusions, suggest improvements and raise further questions for possible testing.	• Use test results to make predictions to set up further comparative and fair tests. • Provide some simple examples of how to extend the investigation.
Ask questions					
• Ask simple questions.	• Ask simple questions and recognise that they can be answered in different ways.	• Ask questions and understand there are different enquiry types they could use to answer them.	• Ask relevant questions and use different types of scientific enquiry to answer them.	• Ask scientific questions and begin to understand which questions would be best suited to each enquiry type.	• Ask relevant scientific questions and choose which enquiry type would be best suited to answer them.
Plan					
		• Make relevant predictions. • Identify what they will change, observe and keep the same. • With support, set up simple practical enquiries.	• Make predictions based on simple scientific knowledge. • Identify what they will change, observe or measure and keep the same. • Set up simple practical enquiries, comparative and fair tests.	• Make predictions based on scientific knowledge. • With support, plan different types of scientific enquiry. Where appropriate, identify the dependant, independent and controlled variables.	• Make predictions based on scientific knowledge. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.