Progression in Scientific Enquiry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum objectives – Working scientifically Science	During Years 1 and 2 pupils should be taught to use the following practical scientific methods, processes and skills through teaching: -Asking simple questions and recognising they can be answered in different ways (question walls and concept maps on flip charts with class teacher). -Observing closely, using simple equipment. -Performing simple tests. -Identifying and classifying. -Using their observations and ideas to suggest answers to questions.		During Years 3 and 4 pupils should be taught to use the following practical scientific methods, processes and skills through teaching: -Asking relevant questions and using different types of scientific enquiry. Concept maps and question walls. -Setting up simple practical enquiries, comparative and fair tests. -Making careful and systematic observations and taking accurate measurements using standard units, using a range of equipment (thermometers, rulers, stop watches) - Gathering, recording, classifying and presenting data. -Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. -Reporting on findings from enquiries through answering with		During Years 5 and 6 pupils should be taught to use the following practical scientific methods, processes and skills through teaching: -Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -Using test results to make predictions. -Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms.

		Tweets / emails. -Using results to draw simple conclusions. -Identifying differences, similarities or changes related to simple scientific ideas and processes. -Using straightforward scientific evidence to answer questions.	-Identifying scientific evidence that has been used to support or refute ideas or arguments.