THE ACORN FEDERATION
LONG LANE CHURCH OF ENGLAND SCHOOL
MARSTON MONTGOMERY SCHOOL

Knowledge Progression: Science – Working Scientifically

EYFS	Key Stage One		Key Stage Two			
30-50 months 40-60+ months ELGs	**Year One**	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
	Working Scientifically					
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	**At the end of Year 2,** I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify and classify I can use my observations and ideas to suggest answers to questions. I can gather and record data to help in answering questions.		**At the end of Year 4,** I can ask relevant scientific questions. I can use observations and knowledge to answer scientific questions. I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things. I can set up a fair test and explain why it is fair. I can make careful and accurate observations, including the use of standard units. I can use equipment, including thermometers and data loggers to make measurements. I can gather, record, classify and present data in different ways to answer scientific questions. I can use diagrams, keys, bar charts and tables; using scientific language. I can use findings to report in different ways, including oral and written explanations, presentation.		**At the end of Year 6,** I can plan different types of scientific enquiry. I can control variables in an enquiry. I can measure accurately and precisely using a range of equipment. I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use the outcome of test results to make predictions and set up a further comparative fair test. I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry. I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. I can read, spell and pronounce scientific vocabulary accurately.	

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They make observations of animals and plants and explain why some things occur, and talk about changes.		I can draw conclusions and suggest improvements. I can make a prediction with a reason. I can identify differences, similarities and changes related to an enquiry.	
	Cross curricular links: Literacy, Maths, D&T	*Cross curricular links: Literacy, Maths, D&T*	*Cross curricular links: Literacy, Maths, D&T*

Source: National Curriculum Statutory Guidance