







William Tyndale Working Scientifically Progression

	EFYS	Years 1 and 2	Years 3 and 4	Years 5 and 6
 Asking Questions	I can take a risk, engage in new experiences and learn by trial and error	I can ask simple questions and recognise that they can be answered in different ways.	I can ask relevant questions and use different types of enquiry to answer them.	I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
 Setting up tests	I can find ways to solve problems / find new ways to do things / test my ideas.	I can perform simple tests.	I can set up simple practical enquiries, comparative and fair tests.	I can use test results to make predictions to set up further comparative and fair tests.
 Observing and measuring	I can closely observe what animals, people and vehicles do. I can use my senses to explore the world around me	I can observe closely, using simple equipment. I can identify and classify.	I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, inc. thermometers and data loggers.	I can take measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeated readings where appropriate.
 Recording data	I can choose the resources I need for my chosen activities I can handle equipment and tools effectively.	I can gather and record data to help answer questions.	I can gather, record, classify and present data in a variety of ways to help answer questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
 Interpreting and communicating results	I can create simple representations of events, people and objects.	I can use appropriate scientific language to communicate ideas.	I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can identify differences, similarities or changes related to simple scientific ideas and processes.	I can report and present findings from enquiries, including conclusions, causal relationships in oral and written forms such as displays and other presentations, <i>using appropriate scientific language.</i>
 Evaluating	I can answer how and why questions about my experiences. I can make observations of animals and plants. I can explain why some things happen.	I can use observations and ideas to suggest answers to questions.	I can use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions. I can use straight-forward scientific evidence to answer questions or to support my findings.	I can explain degree of trust in results. I can identify and evaluate scientific evidence (my own and that of others) that has been used to support or refute ideas or arguments.