# Abbotswood Science Working Scientifically Progression Sequence

| Learning Strand | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Plan** | • Ask relevant questions and using different types of scientific enquiries to answer them<br>• Set up simple practical enquiries, comparative and fair tests | | • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | |
| **Do** | • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers | | • Take measurements,<br>using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | |
| **Record** | • Gather, record, classify and present data in a variety of ways to help in answering questions<br>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | | • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | |
| **Review** | • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>• Identify differences, similarities or changes related to simple scientific ideas and processes<br>• Use straightforward scientific evidence to answer questions or to support their findings | | • Use test results to make predictions to set up further comparative and fair tests<br>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>• Identify scientific evidence that has been used to support or refute ideas or arguments | |
| **Working Scientifically** | **Working scientifically**<br>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:<br>• asking relevant questions and using different types of scientific enquiries to answer them<br>• setting up simple practical enquiries, comparative and fair tests<br>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>• identifying differences, similarities or changes related to simple scientific ideas and processes<br>• using straightforward scientific evidence to answer questions or to support their findings. | | **Working scientifically**<br>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:<br>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>• using test results to make predictions to set up further comparative and fair tests<br>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations<br>• identifying scientific evidence that has been used to support or refute ideas or arguments | |