

# Working scientifically - progression tracking document

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>To work scientifically</b>	<ul style="list-style-type: none"> <li>Ask simple questions</li> </ul>	Ask relevant questions	Plan enquiries, including recognising and controlling variables where necessary
	<ul style="list-style-type: none"> <li>Observe closely using simple equipment</li> </ul>	Set up simple, practical enquiries and comparative and fair tests	Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work
	<ul style="list-style-type: none"> <li>Perform simple tests</li> </ul>	Make accurate measurements using standard units, using a range of equipment. E.g. thermometers and data loggers	Take measurements, using a range of scientific equipment with increasing accuracy and precision
	<ul style="list-style-type: none"> <li>Identify and classify</li> </ul>	Gather, record, classify and present data in a variety of ways to help in answering questions	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models
	<ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers to questions</li> </ul>	Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables	Report findings from enquiries, including oral and written explanation of results, explanations involving causal relationships, and conclusions
	<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> </ul>	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Present findings in written form displays and other presentations
	<ul style="list-style-type: none"> <li></li> </ul>	Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests	Use test results to make predictions to set up further comparative and fair tests

	<ul style="list-style-type: none"><li>•</li></ul>	Identify differences, similarities or changes related to simple, scientific ideas and processes	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments
	<ul style="list-style-type: none"><li>•</li></ul>	Use straightforward, scientific evidence to answer questions or to support their findings	

