



Big Ideas Progression in Science

Subject Intent: Our Science Curriculum enables our children to develop their knowledge and understanding of themselves and the world around them. They will develop the skills associated with science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

Big Idea: **Investigation**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Talk about the features in their immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Ask simple questions. Recognise they can be answered in different ways. Use simple equipment. 	<ul style="list-style-type: none"> Ask simple questions using scientific language. 	<ul style="list-style-type: none"> Ask relevant questions. Use different types of scientific enquiry to answer questions. Gather, record, classify and present data. 	<ul style="list-style-type: none"> Ask relevant questions. Use different types of scientific enquiry to answer questions. Gather, record, classify and present data. 	<ul style="list-style-type: none"> Plan different types of scientific enquiry, including recognising and controlling variables. Use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer either own or others' questions, including recognising and controlling variables. Describe and evaluate own and others' scientific ideas related to topics, using evidence from a range of sources. Group and classify things - recognise patterns. Use a wide range of secondary sources of information. Use appropriate scientific language and ideas to explain, evaluate, communicate methods and findings.

Big Idea: Exploration							
Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things. 	<ul style="list-style-type: none"> Perform simple tests. 	<ul style="list-style-type: none"> Perform simple comparative tests. Explore and compare differences. Gather and record data including from secondary sources. 	<ul style="list-style-type: none"> Set up simple practical enquires, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report findings from enquires, including oral and written explanations, displays or presentation of results and conclusions. 	<ul style="list-style-type: none"> Set up simple practical enquires, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Report findings from enquires orally and written explanations, displays, presentation of results and conclusions. diagrams, keys, bar charts and tables. 	<ul style="list-style-type: none"> Make predictions to set up further comparative and fair tests. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 	<ul style="list-style-type: none"> Use test results to make predictions and set up further comparative and fair tests. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Big Idea: Observation							
Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Look closely at similarities, differences patterns and change. Make observations of animals and plants and explains why some things occur, and talk about changes. 	<ul style="list-style-type: none"> Suggest answers to questions. Describe and compare. Identify and name. Observe changes. 	<ul style="list-style-type: none"> Notice similarities, differences and changes. Describe what they see. Use simple equipment to observe changes over time. 	<ul style="list-style-type: none"> Make systematic and careful observations. Identify differences, similarities and changes. 	<ul style="list-style-type: none"> Make systematic and carefully observations, taking accurate measurements, using a range of equipment. Use straight forward scientific evidence to answer questions, support findings. 	<ul style="list-style-type: none"> Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms, displays, presentations. 	<ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Report and present findings from enquiries,

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