



Progression in Working Scientifically

Planning					
	R	1	2	3	
Asking questions and having ideas	Asks questions about objects and events. Tries out things when handling equipment	Asks questions using a range of question stems e.g. 'How? What will happen if? Why?' Tests ideas suggested to them	With support asks questions leading to scientific enquiry.	Sometimes asks questions leading to scientific enquiry.	
Deciding the appropriate approach	Tries out different approaches suggested to the,	With support, identifies questions that can be answered by trying it out and those that cannot.	Sorts questions into those that can be answered by trying it and those that cannot.	Knows there are different ways of answering scientific questions.	
Planning the detail of what to do	Sometimes suggests next step in a plan	Suggests next step, or steps, in a plan.	With support, describes the observations or measurements they need to take, spots when a plan will lead to an unfair test and recognises hazards.	In a fair test, identifies what to keep the same. With support plans main steps in other types on enquiry. Recognises most hazards.	
Predicting what might happen	Sometimes suggests what might happen in a specific instance in response to teacher's prompt.	Suggests what might happen in a specific instance in response to teacher's prompt.	With support, sometimes predicts outcomes of enquiries.	Sometimes predicts outcomes to enquiries.	
Choosing what equipment to use	Recognises that different equipment is needed for different things.	Begins to choose appropriate equipment from a limited range with support from the teacher.	Chooses appropriate equipment from a limited range with support from the teacher.	Selects appropriate equipment from a wider range with support from the teacher.	

Obtaining and presenting evidence		R	1	2	3
Using equipment and carrying out practical work safely	Follows instructions for using equipment, usually under adult supervision.	Follows instructions for using equipment correctly and safely, sometimes working without adult support.	Follows instructions for using equipment correctly and safely, usually working without adult support.	Uses basic equipment correctly and safely. Usually refers to adult when equipment fails.	
Making observation & taking measurements.	Observes simple features.	Makes relevant observations. With support, takes some non-standard measurements.	Makes relevant observations. Takes non-standard measurements. Begins to use basic equipment for measuring quantities such as length or mass, in standard units.	Makes relevant observations. Uses standard measuring equipment for quantities such as temperature and volume.	
Presenting evidence	Uses drawings to present evidence and with support, uses prepared simple tables, and charts.	Uses drawings and labels to present evidence. With support, uses prepared simple tables and charts.	Uses drawings and labels to present evidence. Uses prepared tables and block graphs.	Sometimes creates own tables and bar charts.	

Considering evidence and evaluating					
	R	1	2	3	
Drawing conclusions and describing patterns and trends	With support, describes a simple observation made.	Describes simple observations made and with support, makes a simple comparison.	Describes what happened, making comparisons where appropriate. With support, orders results where appropriate.	With support, makes a general statement about simple patterns in results.	
Comparing results to predictions and making further predictions	Recognises results that are unexpected.	With support, says whether what happened was expected in a specific instance.	Says whether what happened was expected. With support, makes further predictions from results in simple contexts.	With support, makes further predictions from results in simple contexts.	
Explaining evidence	Responds to prompts about cause and effect in simple situations	With support, recognises cause and effect in simple situations.	Recognises cause and effect in most simple situations	With support, provides explanations for simple patterns in results.	
Evaluating	With support, recognises some of the difficulties encountered.	With support, recognises some of the difficulties encountered.	Recognises some of the difficulties encountered. With support, suggests how these might be avoided.	Recognises the difficulties encountered. With support suggests how the enquiry might be improved.	

