



Science Progression Grid

| Concept | Nursery | Reception | Y1 | Y2 | Moving forward |
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| <p>Asking simple questions and recognising that they can be answered in different ways.</p> | <ul style="list-style-type: none"> Give an answer to a question that someone asks. | <ul style="list-style-type: none"> Ask their own question to find things out. Answers to questions can be found from computers, books and sometimes testing things out. | <ul style="list-style-type: none"> Ask more in depth questions, including ... 'I wonder what will happen if?' Start to be able to think of ways to answer their own questions, either by testing things out very simply, e.g. which car will go the furthest down the ramp, or suggesting the best place to look for the answer. | <ul style="list-style-type: none"> Make observations, compare results, notice patterns and, where necessary, group and classify. With the help of a teacher, start to devise their own investigation to find things out. | <ul style="list-style-type: none"> Explain how investigations that they devise should be fair so that they can answer questions accurately. |
| <p>Observe closely and be able to record observations in a meaningful way.</p> <p>Use their observations and ideas to suggest</p> | <ul style="list-style-type: none"> Talk about what they can see. | <ul style="list-style-type: none"> Be able to talk about changes they notice. Use simple equipment to help with observations. Be able to make observations and answer questions presented to them. | <ul style="list-style-type: none"> Start to make comparisons. Draw pictures that show what they have noticed. Suggest what equipment they could use to make observations. Answer their own questions based on their observations with guidance from a teacher. | <ul style="list-style-type: none"> Make comparisons and be able to say how things have changed. Help to decide on the best way to record the changes. Use equipment with accuracy to record changes and observations. | <ul style="list-style-type: none"> Record observations and comparisons and be able to draw a simple conclusion about what their observations tell them. These may include tables, graphs and charts. Use equipment to help them make accurate observations |



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| <p>answers to questions.</p> <p>Gathering and recording data to help answer questions</p> | | | | | |
| <p>Performing simple tests</p> | <ul style="list-style-type: none"> • The children investigate and test through play e.g. what happens when the car runs down the ramp, how much water can I pour in this pot etc. | <ul style="list-style-type: none"> • The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • Use simple equipment to help with observations. • Be able to make | <ul style="list-style-type: none"> • They start to • They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. • With a prompt from a teacher they can start to say if an investigation is fair. • Suggest what equipment they could use to make observations. | <ul style="list-style-type: none"> • The children start to suggest their own ideas for tests and can say if they are fair. • Use equipment with accuracy to record changes and observations. | <ul style="list-style-type: none"> • The children devise tests that are fair and also understand why a 'control' test may be needed • Choose and use equipment accurately to help them measure and make accurate observations |
| <p>Asking simple questions and recognising that they can be answered in different ways.</p> | <ul style="list-style-type: none"> • They are able to sort objects into groups with direction from a teacher | <ul style="list-style-type: none"> • The children decide how to sort objects into groups themselves. | <ul style="list-style-type: none"> • The children can classify more scientifically – living things, materials and other objects according to features or properties. | <ul style="list-style-type: none"> • The children use identification booklets/sheets/resources in order to sort and classify objects, materials and living things. | <ul style="list-style-type: none"> • The children classify and organise using diagrams and charts, e.g. Venn diagrams and Carroll diagrams. |

