

Ask Questions	
Year 1	start to ask their own simple questions about what they notice about the world
Year 2	ask their own questions about what they notice about the world
Year 3	ask their own questions about scientific phenomena and start to raise further questions from results
Year 4	ask their own relevant questions about scientific phenomena raise further questions from results
Year 5	ask their own questions about scientific phenomena and start to raise further questions that could be investigated, based on their data and observations
Year 6	ask their own questions about scientific phenomena (including own experiences) and raise further questions that could be investigated, based on their data and observations
Make Predictions	
Year 1	with support, start to make simple predictions based on what they know about the world
Year 2	start to make simple predictions based on what they know about the world
Year 3	make predictions based on their prior science knowledge and with support start to use data/results collected from enquiries to make new predictions
Year 4	make predictions based on their prior science knowledge and start to use data/results collected from enquiries to make new predictions
Year 5	make predictions based on their prior science knowledge and use their data/ results collected from enquiries to make new predictions
Year 6	make predictions based on their prior science knowledge and use their data/results to make new predictions and identify when further enquiries are required
Conduct Enquiries	
Year 1	with support, use different types of scientific enquiry to answer questions
Year 2	use different types of scientific enquiry to answer questions
Year 3	begin to select the most appropriate scientific enquiry to answer questions
Year 4	select the most appropriate scientific enquiry to answer questions
Year 5	select the most appropriate scientific enquiry to answer questions and start to recognise and control variables where necessary
Year 6	select the most appropriate scientific enquiry to answer questions, recognising and controlling variables where necessary
Use Scientific Equipment	
Year 1	use some simple equipment e.g. hand lenses, timers
Year 2	use simple equipment e.g. hand lenses, timers
Year 3	start to use a range of scientific equipment to take measurements (e.g. data loggers, thermometers)
Year 4	use a range of scientific equipment to take accurate measurements (e.g. data loggers, thermometers) and with support identify which equipment to use for scientific enquiries
Year 5	use a range of scientific equipment to take accurate and precise measurements and readings and start to independently identify which equipment to use for scientific enquiries
Year 6	use a range of scientific equipment to take accurate and precise measurements and readings and independently identify which equipment to use for scientific enquiries.

Take Measurements using standard units	
Year 1	start to take simple measurements when gathering data using simple units e.g. cm
Year 2	take simple measurements when gathering data using simple units e.g. cm
Year 3	take measurements using standard units e.g. cm, mm, m, g, kg
Year 4	take measurements with increasing accuracy using standard units e.g. cm, m, mm, g, kg
Year 5	take accurate and precise measurements and readings and start to take repeat readings where appropriate using more complex standard units e.g. newton meters
Year 6	take accurate and precise measurements and readings, with repeat measurements where appropriate using more complex standard units e.g. lumens for light
Collect, Record and Communicate Data	
Year 1	with support, gather and record data to answer questions
Year 2	gather and record data in simple ways (tables and graphs) to answer questions
Year 3	record data & report findings in a variety of ways including drawings, labelled diagrams, keys, bar charts and tables, oral & written explanations, displays and presentations
Year 4	record data & report findings in a variety of ways including drawings, labelled diagrams, classification keys, bar charts and tables and begin to independently present findings with oral & written explanations, displays and presentations
Year 5	record data and results using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs and present findings with oral & written explanations, displays and presentations
Year 6	decide how best to record data and results using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs and decide how best to present findings with oral & written explanations, displays and presentations
Draw Conclusions	
Year 1	with guidance, draw simple conclusions from results from scientific enquiries
Year 2	with some guidance, draw simple conclusions from results from scientific enquiries
Year 3	start to draw simple conclusions from results from scientific enquiries
Year 4	draw simple conclusions from results from scientific enquiries
Year 5	draw conclusions from results from scientific enquiries and start to identify how best to present conclusions
Year 6	draw conclusions from scientific enquiries and independently identify how best to present conclusions

Enquiry Types Progression:

Sort & classify	
Year 1	start to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them
Year 2	use simple features to compare objects, materials and living things and decide how to sort and group them
Year 3	use criteria for grouping, sorting and classifying; and use simple keys
Year 4	use criteria for grouping, sorting and classifying; and use simple keys and diagrams e.g. Venn & Carroll
Year 5	use and start to develop their own keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment
Year 6	use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment
Comparative & Fair Test	
Year 1	with support, carry out simple tests
Year 2	carry out simple tests
Year 3	set up simple practical enquiries, comparative and fair tests
Year 4	set up simple practical enquiries, comparative and fair tests and recognise when a simple fair test is necessary and help to decide how to set it up
Year 5	recognise when and how to set up comparative and fair tests and explain which variables need to be controlled
Year 6	recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why
Observations over Time	
Year 1	with help, observe changes over time
Year 2	observe changes over time
Year 3	make systematic and careful observations over time
Year 4	make systematic and careful observations over time and make decisions about what observations to make, how long to make them for
Year 5	start to make their own decisions about what observations to make, what measurements to use and how long to make them for
Year 6	make their own decisions about what observations to make, what measurements to use and how long to make them for
Pattern Spotting	
Year 1	with guidance, begin to notice patterns and relationships
Year 2	begin to notice patterns and relationships
Year 3	begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them
Year 4	look for naturally occurring patterns and relationships and decide what data to collect to identify them
Year 5	look for different causal relationships in their data and start to identify evidence that refutes or supports their ideas
Year 6	look for different causal relationships in their data and identify evidence that refutes or supports their ideas

Research	
Year 1	use simple secondary sources to find answers
Year 2	Use a range of simple secondary sources to find answers
Year 3	start to recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations
Year 4	recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations
Year 5	recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact
Year 6	recognise which secondary sources will be most useful to research their ideas and separate opinion from fact