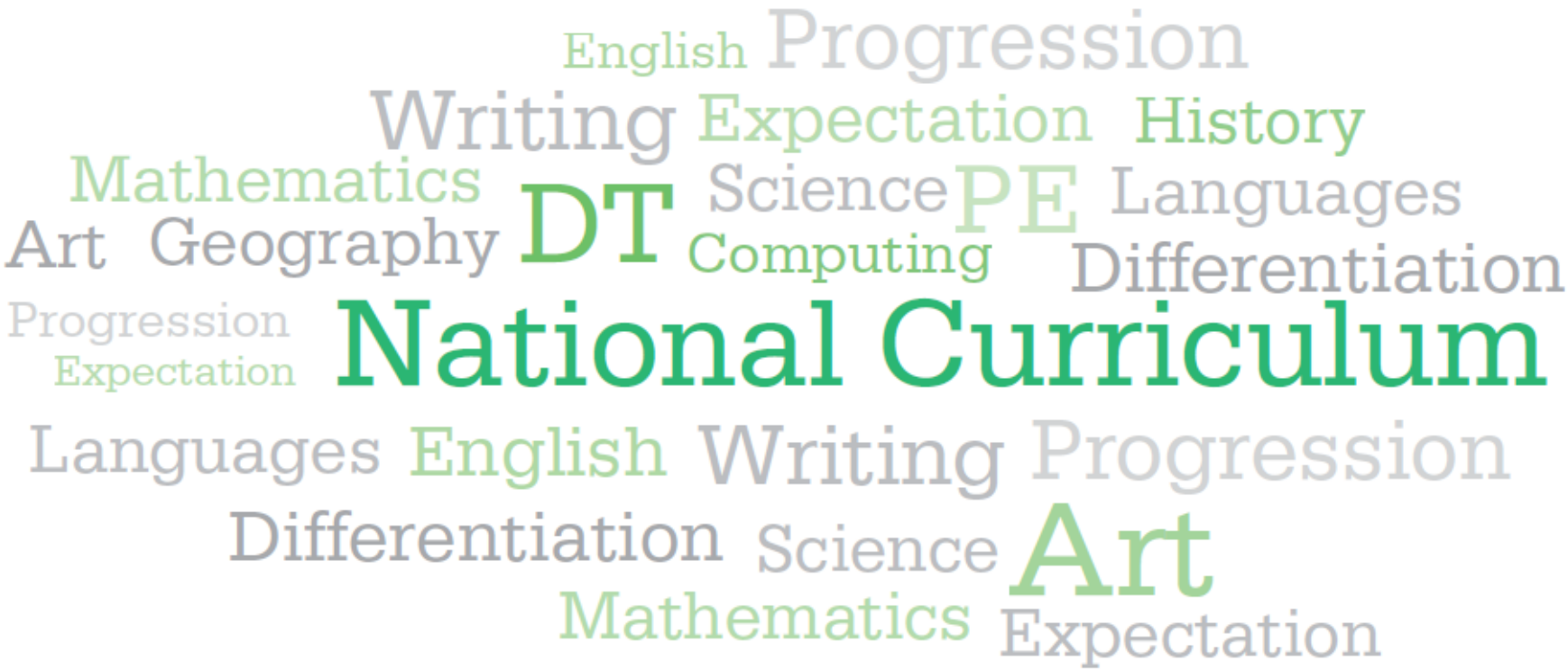
FOCUS MINIS

FOCUS EDUCATION



Progression in the new National Curriculum

Unit: Working scientifically (taught throughout each unit)	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	Yes	Yes	Yes	Yes	Yes	Yes

Years 1 and 2	**Years 3 and 4**	**Years 5 and 6**
Asking simple **questions** and recognising that they can be answered in different ways	Asking relevant **questions** and using different types of scientific enquiries to answer them	Planning different types of scientific enquiries to answer **questions**, including recognising and controlling variables where necessary
	Using straightforward **scientific evidence** to answer questions or to support their findings	Identifying **scientific evidence** that has been used to support or refute ideas or arguments
Observing closely, using simple equipment	Making systematic and careful **observations** and, where appropriate, taking accurate **measurements** using standard units, using a range of equipment, including thermometers and data loggers	Taking **measurements**, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary
Performing simple **tests**	Setting up simple practical **enquiries**, comparative and **fair tests**	
Identifying and **classifying**	**Identifying** differences, similarities or changes related to simple scientific ideas and processes.	
Using their observations and ideas to suggest answers to questions	**Using results** to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	**Using test results** to make predictions to set up further comparative and fair tests
Gathering and **recording** data to help in answering questions	**Recording** findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	**Recording** data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
	Gathering, recording, classifying and presenting **data** in a variety of ways to help in answering questions	
	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	**Reporting** and **presenting** findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
*Pupils should read and spell scientific **vocabulary** at a level consistent with their increasing word and spelling knowledge at key stage 1.*	*Pupils should read & spell scientific **vocabulary** correctly & with confidence, using their growing word reading & spelling knowledge.*	*Pupils should read, spell & pronounce scientific **vocabulary** correctly.*