



Science—Working Scientifically Progression Plan



Intent In science we believe that learning should be **irresistible, varied, relevant and appropriate for each child's needs**. Through our science curriculum we endeavour to increase children's science capital, empowering them to think scientifically and to ask questions about the world around them, which will directly impact their future lives.

Early Years	Asking questions	Making Observations and taking measurements	Practical Enquiry	Identifying and Classifying
Understanding of the World	To begin to ask simple questions and with support talk about why things happen;	To use their senses to make observations of objects, animals, plants and people. To begin to describe the world around them using new and familiar vocabulary. To use extended comparative vocabulary - bigger, smaller. To draw pictures of animals and plants;	To use their senses explore the world around them. With support explore ways to solve problems or questions	To look at objects and pictures and discussing what they can see. To use simple scientific key vocabulary.
Key Stage 1	Asking Questions	Making Observations and taking measurements	Practical Enquiry	Identifying and Classifying
Year 1 Science	To ask and answer questions often through a teacher scenario. With the support of the teacher they begin to use resources provided to answer the questions..	To make observations closely using simple equipment. To explore the world around them making careful observations to support identification, comparison and noticing change. To begin to take measurements initially by comparisons, then using non-standard units.	To perform simple tests. To use practical resources provided to answer questions generated by themselves or the teacher.	With the support of the teacher they carry out tests to notice patterns and make simple comparisons. T To begin to describe simple observations over time.
Year 2 Science	To be able to ask and answer questions, often with the teacher, relating to a scientific concept. To plan how to use resources to answer questions using different types of enquiry.	They use appropriate senses aided by equipment magnifying glasses to make their observations. To take measurements initially by comparisons, then using non-standard units.	To understand how to simple secondary sources (iD sheets) to name living things; To carry out tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.	To use their observations and testing to compare objects, materials and living things. To sort and group their observations and to identify their own criteria for sorting. To describe the characteristics they used to identify a living thing.