Nova Curriculum

Science Progression - Working Scientifically Skills *Year Group long term plans show context of how these working scientifically skills are taught.

	EY	Y1	Y2	Y3	Y4	Y5	Y6
		Ashisasia	Anting sign 1	Ashis mashes at	Ashisasashasash	December det	December det
Observing over time	Knowledge and understanding of the world Look closely to spot similarities, differences, patterns and change in the world around	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment	Asking relevant questions and using different types of scientific enquiries to answer them Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Using results to draw simple conclusions, make	Asking relevant questions and using different types of scientific enquiries to answer them Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Using results to draw simple conclusions, make predictions for new values, suggest	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests
Classifying	them. To talk about why things	Asking simple	Asking simple	predictions for new values, suggest improvements and raise further questions Asking relevant questions	improvements and raise further questions Asking relevant questions and	Reporting and presenting	Reporting and presenting
and grouping	happen and how they work.	questions and recognising that they can be answered in different ways	questions and recognising that they can be answered in different ways	and using different types of scientific enquiries to answer them Gathering, recording, classifying and presenting data in a variety of ways to	using different types of scientific enquiries to answer them Gathering, recording, classifying and presenting data in a variety of ways to help in	findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other	findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other
	To show concern for the living things around them and talk about	classifying	classifying	help in answering questions Identifying differences, similarities or changes related to simple scientific ideas and processes	answering questions Identifying differences, similarities or changes related to simple scientific ideas and processes	presentations	presentations
Pattern seeking	some of the things they have observed those living things do.	Asking simple questions and recognising that they can be answered in different ways	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 Recording findings using simple scientific language,	Asking relevant questions and using different types of scientific enquiries to answer them Recording findings using simple scientific language,	Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as	Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as

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			T	Nova Curriculum	T	T	
		Using their	Using their	drawings, labelled diagrams,	drawings, labelled diagrams,	displays and other	displays and other
		observations and	observations and	keys, bar charts and tables	keys, bar charts and tables	presentations	presentations
		ideas to suggest	ideas to suggest				
		answers to	answers to				
	To ask simple	questions	questions				
	questions						
Comparative	•	Asking simple	Asking simple	Asking relevant questions	Asking relevant questions and	Planning different types of	Planning different types of
and fair	about the world	questions and	questions and	and using different types of	using different types of	scientific enquiries to	scientific enquiries to
	around them	recognising that	recognising that	scientific enquiries to answer	scientific enquiries to answer	answer questions, including	answer questions, including
testing	and show a	they can be	they can be	them	them	recognising and controlling	recognising and controlling
	natural	answered in	answered in			variables where necessary	variables where necessary
	curiosity to	different ways	different ways	Setting up practical enquires,	Setting up practical enquires,	Tanabise iniero necessary	ranazios imero necessary
	finding out the	amoroni wayo	different ways	comparative and fair tests	comparative and fair tests	Taking measurements,	Taking measurements,
	ŭ	Performing simple	Performing simple	comparative and rail tools	comparative and rail tools	using a range of scientific	using a range of scientific
	answers.	tests	tests	Reporting on findings from	Reporting on findings from	equipment, with increasing	equipment, with increasing
		10313	16313	enquires, including oral and	enquires, including oral and	accuracy and precision,	accuracy and precision,
		Gathering and	Gathering and	written explanations, displays	written explanations, displays	taking repeat readings	
		· ·	•	or presentations of results	or presentations of results and		taking repeat readings
		recording data to	recording data to	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	conclusions	when appropriate	when appropriate
		help in answering	help in answering	and conclusions	Conclusions	Liein er toot een vilte to een lie	
		questions	questions	Llaine vaculta ta duavo simula	Heire results to draw size le	Using test results to make	Using test results to make
				Using results to draw simple	Using results to draw simple	predictions to set up further	predictions to set up further
				conclusions, make	conclusions, make predictions	comparative and fair tests	comparative and fair tests
				predictions for new values,	for new values, suggest		
				suggest improvements and	improvements and raise further		
				raise further questions	questions		
Research				Asking relevant questions	Asking relevant questions and	Identifying scientific	Identifying scientific
using				and using different types of	using different types of	evidence that has been	evidence that has been
secondary				scientific enquiries to answer	scientific enquiries to answer	used to support or refute	used to support or refute
sources				them	them	ideas or arguments	ideas or arguments
				Using straightforward	Using straightforward scientific		
				scientific evidence to answer	evidence to answer questions		
				questions or to support their	or to support their findings		
				findings			

^{*}Year Group long term plans show context of how these working scientifically skills are taught.