

## Disciplinary knowledge Progression Map

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Choose resources they need for activities.</p> <p>Know similarities and differences.</p> <p>Make simple observations.</p> <p>Represent their ideas and thoughts through DT, art, music, dance, role play and stories.</p> <p>Talk about why some things occur and talk about changes they observe.</p>	<p>Ask simple questions.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further</p>	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>Present findings in written form, displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>

## Science Progression Map- Working Scientifically (Disciplinary knowledge)



		<p>tests.</p> <p>Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>Use straightforward, scientific evidence to answer questions or to support their findings.</p>	
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