



St John the Evangelist Science Progression Ladder



Year 1			
Working Scientifically	<ul style="list-style-type: none">• I can ask simple questions about the world around me.• I can, with support, observe closely and describe what I see.• I can, with support, perform simple tests using familiar, everyday equipment.• I can use sketches to record what happened.	<ul style="list-style-type: none">• I can ask simple questions linked to the science work we are doing.• I can observe closely and describe what I see.• I can perform simple tests, using familiar, everyday equipment.• I can gather an record information to help answer questions (including photographs and drawings)	<ul style="list-style-type: none">• I can start to suggest simple answers to questions based on my own experience.• I can relate my observations to the wider world.• I can identify the equipment that I need to perform simple tests.• I can start to suggest my own methods for gathering information to answers a question.



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Year 2			
Working Scientifically	<ul style="list-style-type: none">• I can ask simple questions and suggest a possible way to answer them.• I can observe carefully, and make direct comparisons.• I can identify what I need to measure in a test.• I can identify similarities and differences.• I can, with support, link direct observations to answer questions.• I can use tables accurately to record my findings.	<ul style="list-style-type: none">• I can ask simple questions and recognise that they can be answered in different ways.• I can observe closely, using given measuring equipment.• I can perform simple tests without support.• I can identify and classify.• I can use my observations and ideas to suggest answers to questions.• I can gather and record accurate data to help in answering questions (incl. numerical data, where appropriate).	<ul style="list-style-type: none">• I can consider the most suitable/practical approach when answering simple questions.• I can select appropriate equipment to take careful measurements.• I can recognise when a test is unfair.• I can classify and recognise patterns• I can draw simple conclusions which are supported by my findings.• I can record accurate data in a variety of ways (incl. numerical data, where appropriate).



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Year 3			
Working Scientifically	<ul style="list-style-type: none">• I can ask relevant scientific questions.• I can, with guidance, set up simple practical comparative tests.• I can take careful measurements, including length, weight and volume.• I can gather record and present data in a variety of ways to help answer questions.• I can record findings using drawings, labelled diagrams, keys, bar charts, and tables.• I can use results to draw simple conclusions and make general statements.• I can use real world examples to answer questions or to support my findings.	<ul style="list-style-type: none">• I can ask relevant scientific questions and suggest a scientific way of answering them.• I can, with guidance, set up simple practical enquiries, comparative and fair tests.• I can make careful observations and take accurate measurements using standard units.• I can gather, record, classify and present data in a variety of ways to help answer questions.• I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar chart, and tables.• I can use results to draw simple conclusions and make predictions for new values.• I can use straightforward scientific evidence to answer questions or to support my findings.	<ul style="list-style-type: none">• I can distinguish between scientific and non-scientific questions.• I am starting to identify and explain some of the possible variables when setting up practical enquiries.• I understand that results are not always reliable.• I can comment upon how effectively findings are presented.• I am starting to share my findings with others using scientific language.• I can use results to draw simple conclusions, make predictions for new values and start to raise new questions.• I am starting to understand the importance of scientific evidence in developing and refuting ideas.• I can use different sources of scientific evidence to answer questions or to support my findings.



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Year 4			
Working Scientifically	<ul style="list-style-type: none">• I can ask relevant questions and use a given method of scientific enquiries to answer them.• I am starting to identify the most important variables when setting up practical enquiries.• I can make systematic and observations and take accurate measurements using simple equipment.• I can report on findings, including oral and written explanations.• I am starting to use results to draw simple conclusions.• I can use results to raise questions.• I can link my enquiries to simple scientific ideas and processes.	<ul style="list-style-type: none">• I can ask relevant questions and use different types of scientific enquiries to answer them.• I can set up simple practical enquiries, comparative and fair tests independently.• I can make systematic and careful observations and take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers.• I can report on findings, including oral and written explanations, displays or presentations of results and conclusions.• I can use results to suggest improvements to enquiries and to raise questions.• I can identify differences, similarities or changes related to simple scientific ideas and processes.	<ul style="list-style-type: none">• I can start to use other sources of information to support the findings from my practical enquiries.• I am starting to control variables when setting up practical enquiries.• I can recognise when observations or measurements may be erroneous.• I can use ICT to help report on findings.• I am starting to use questions resulting from my findings as a starting point for further enquiries.• I can identify differences, similarities or changes and explain how they are linked to simple scientific ideas and processes.



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Year 5			
Working Scientifically	<ul style="list-style-type: none">• I can with guidance, plan different types of enquiries to answer questions, including recognising and controlling variables.• I understand that taking repeated measurements improves reliability of results.• I can with guidance, record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs.• I can use test results to decide when it is appropriate to do further testing.• I can report and present findings, including conclusions and casual relationships in oral and written forms.	<ul style="list-style-type: none">• I can work as part of a team to plan enquiries to answer questions, including recognising and controlling variables.• I can take measurements, using a range of equipment, with precision, taking repeat readings when appropriate.• I can record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs.• I can use test results to make predictions to set up further comparative and fair tests.• I can report and present findings, including conclusions, casual relationships and degree of trust, in oral and written forms.	<ul style="list-style-type: none">• I can work independently to plan enquiries to answer questions, including recognising and controlling variables.• I can make sets of observations or measurements following given ranges and intervals.• I can, with guidance, record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.• I can amend my original conclusions in the light of subsequent testing.• I can use casual relationships to generate hypotheses.



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Year 6			
Working Scientifically	<ul style="list-style-type: none">• I can work as part of a group to plan more sophisticated scientific enquiries to answer questions, including recognising and controlling variables.• I understand the importance of working in a systematic way when taking repeated measurements.• I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.• I can identify scientific evidence that has been used to support ?	<ul style="list-style-type: none">• I can plan more sophisticated scientific enquiries to answer questions, including recognising and controlling variables.• I can justify my choices of data collection method and number of observations and measurements.• I can choose the most appropriate method to record data and results of increasing complexity.• I can identify scientific evidence that has been used to support or refute ideas or arguments.	<ul style="list-style-type: none">• I can carry out sophisticated scientific enquiries, controlling variables and recognising the impact of the different variables upon results.• I can identify limitations and inconsistencies within and between sets of data.• I can decide upon the most appropriate format to present scientific data, e.g. using line graphs for continuous variables.• I can describe scientific evidence that supports or refutes particular ideas or arguments, including those in development.