



In the Primary Science curriculum, five types of enquiry are explicitly named in all year groups

states.

- ✓ Observing changes over time
- ✓ Noticing patterns
- ✓ Grouping and classifying things (noticing similarities and differences)
- ✓ Comparative and fair testing

Finding things out using secondary sources of information (researching) Modelling is not explicitly mentioned but will be used. These types of enquiry will be used by children from year 1 to year 6 across the different subject areas as appropriate Enquiry Type EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Make observations of Use their own Observe closely, Write about what Help to make Use a range of Record data and plants and animals using simple has been found decisions about the scientific equipment results of increasing senses to and explain why some describe. equipment. tupe of simple with increasing complexity using out. things occur. equipment that accuracy and scientific diagrams and Talk about what Record in a range of Form decisions about might be used. precision. labels, tables and bar Seasonal change. they have found out ways and begin to use what observations to and line graphs. and how they found simple scientific make and how long to Learn how to use new Make decisions out. language. make them for. equipment about what appropriately. observations to Observe closely with Notice patterns and make, what support and relationships in their measurements to scaffolding, using observations use, and how long simple equipment. independently and use make these to create a new them for. Notice patterns and enquiry. relationships in observations independently. Look at similarities, Ask simple questions Make tables and Ask unprompted Raise questions Independently suggest Recognise how differences, patterns and recognise that charts to help display auestions about what independently reasons for similarities abstract ideas help and change in relation they can be data. is observed and differences. them to understand to places, objects, answered in different Record in notes, and predict how the materials and living ways. Secondary sources. Decide which types of drawings, labelled world operates. diagrams, bar charts things. scientific enquiry are With help, record in a likely to be the best and simple range of ways and tables so that patterns ways of answering begin to use simple questions posed are clear. scientific language. Group objects by Describe how to Identifying and Discuss the criteria for Use and design simple Use simple models to Use and design colour, size and shape. identify and group classifying groups of grouping, sorting and keys. describe scientific classification keys. familiar objects, biological/ classifying. ideas. biological beings or chemical/physical physical/chemical materials

independently

Science Progression of Pitch – Working Scientifically

Look at similarities, differences in relation to places, objects, materials and living things. Look at similarities, differences in relation to places, objects, materials and living things. Make predictions around 'what might happen next.' Make predictions around 'what might happen next.' Answer questions using data. Communicate what they have found out and how they found a consider whether it and the standard units in testing to keep outcomes in the simple fair test is necessary. Collect data from the simple fair test is necessary. Collect data from their own observations and measurements and consider whether it is useful or right. Use evidence to justideas. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use test results to make predictions the same measure. Use standard units in testing to est part the strengths of their own observations. Use standard units in testi	& fair testing	Look at similarities,	I Notice patterns and	I I Indortalia simpla	1	I Daga anta a cula ana a	I D	
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				they have found out		Identify new	explain any	· ·
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out. from the data,				9.5			, 3	
making predictions Recognise and control						, ,	Recognise and control	
Evaluate their enquiry- for new values variables where				Evaluate their enquiru-				
do they know the within or beyond necessary.							necessaru.	
answer? the data collected.								
Report and present				diswer:		the data confected.	Report and present	
Find ways of findings from enquires,						Find ways of		
improving what they including conclusions,								
have already done causal relationships								
to solve an enquiry. and explanations of								
results.						to solve an enquiry.		
Use a range of age- Use observations to Gather and record Identify how these Recognise when and Use a wide range Recognise that		Use a range of age	Use observations to	Cathor and record	Identify how these	Pacagnica when and		Pasagnisa that
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through videos questions. useful, questions that cannot information over time				questions.	usejui,		information	over time
and photographs.			and photographs.	D				.
Research simple Testing and develop practical Recognise when Begin to separate								
Suggest answers to secondary sources to ideas about everyday investigations. secondary sources will opinion from fact.				3		investigations.		opinion from fact.
questions from own find answers. phenomena and the be most useful to			, ,	find answers.				
knowledge. relationships between research ideas.			knowledge.				research ideas.	
Take measurements. living things and				Take measurements.				
familiar environments								
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with the use of					secondary resources.			