



## Working scientifically vocabulary progression

| Year 1/2  | Year 3/4   | Year 5/6   |
|---|--|--|
| aim<br>answers<br>block diagrams<br>changes<br>compare<br>describe<br>difference<br>different<br>enquiry<br>equipment<br>experience<br>explore<br>findings<br>gather<br>group<br>identify (name)<br>investigate<br>measure<br>notice<br>observe<br>patterns<br>pictograms<br>questions<br>record<br>same<br>similarity<br>simple tables<br>sort<br>sorting diagrams<br>tally charts<br>test<br>What will we do? (plan)<br>What do you think will happen? (prediction)<br>What happened? (results)<br>What have we found out? (conclusion) | accurate<br>bar chart<br>chart<br>classify<br>comparative test<br>conclusion (What have we found out?)<br>criteria<br>data<br>develop<br>diagram<br>evaluate<br>evidence<br>explanation<br>key<br>making a test fair<br>method<br>observations<br>plan (What will we do?)<br>practical enquiry<br>prediction (What do you think will happen?)<br>primary sources<br>questioning<br>reasoning<br>relationships<br>results (What happened?)<br>secondary sources<br>standard units<br>table<br>What do we change, what do we keep the same, what are we measuring? | accuracy and precision<br>bar graphs<br>causal relationship<br>degree of trust<br>dependent variable<br>independent variable<br>justify<br>line graphs<br>refute<br>repeat results<br>scatter graphs<br>support<br>variables (what do we change, what do we keep the same, how and what are we measuring?) |