

Progression in Questioning in Science

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	Encourage the use of any questions Talk about what a question means Begin to use words like why, how and what in their questions	How do you think... Why do you think... What do you think... Use some scientific vocabulary	How do you think... Why do you think ... What do you think... Must include the scientific terminology	What do you think will happen to A when? Why do you think A changes when? How do you think changes A? Scientific vocabulary must be used Start to use the idea of tests to model your questions E.g. What do you think will happen to the rock if I apply more force?	What do you think will happen to A when? Why do you think A changes when? How do you think Changes A? Scientific vocabulary must be used Start to use the idea of tests to model your questions. E.g. What do you think will happen to the rock if I apply more force?	If I changed A, what would happen to B? Focusing on variables and non-variables within the questions, to prompt an investigation	What if... Hypotheticals Revision of all prevision questioning skills
Answering	Ensure that children are answering all questions Explore that answers should have a proof or evidence	I think... Use some scientific vocabulary	I think... Must include the scientific terminology Begin to use because to justify their answer I think... because I found...	I think A will ... because I found ... E.g. I think the rock will crumble because I found that more force makes things weak Begin to link predictions with answers	I have found because showed me E.g. I have found that the rock was destroyed because my fair test showed me that more force makes rocks weaker.	Use their tests, predictions and other information provided to create an argument for their answers The investigation has proved Because when I changed A, B This is because of	Using all skills and phrases. On occasion, look at the weaknesses (anomalies) in their investigation and justify