

## Progression of Skills in Science



	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Testing	To perform simple tests	To perform simple, comparative and fair tests	Set up simple practical enquiries To perform comparative and fair tests  Can explain what a fair test is	Set up simple practical enquiries To perform comparative and fair tests To have more than one variable	Set up an investigation when it is appropriate Set up a fair test when it is needed Set up an enquiry based investigation To know what variables are in a given enquiry and can isolate one when investigating	To know which type of investigation is needed to suit a particular scientific enquiry.
Scientific Questioning	Ask simple questions and recognise that they can be answered in different ways.	Ask simple questions and recognise that they can be answered in different ways. Use scientific vocabulary	Ask relevant questions and use different types of scientific enquiry to answer them	Ask relevant questions and use different types of scientific enquiry to answer them	Plan different types of scientific enquiry to answer given questions	Plan different types of scientific enquiry to answer their own or other's questions
Measuring	Use simple equipment to measure closely	Use simple equipment like thermometers	Make systematic and careful	Make systematic and careful	Take measurements using a range of	Take measurements using a range of

		and rain gauges to observe closely changes over time.	observations, and where appropriate take accurate measurement using standard units of measure using a range of equipment.	observations, and where appropriate take accurate measurement using standard units of measure using a range of equipment.	scientific equipment with increasing accuracy and precision and taking repeated readings when needed Focus on mass and capacity	scientific equipment with increasing accuracy and precision and taking repeated readings when needed Focus on mass and capacity, ratio and proportion.
Gathering and Recording	Gather and record data to help to answer questions	Gather and record data to help to answer questions including using secondary sources of information using labelling and diagrams block graphs or tables	Gather record classify and present data in a variety of ways t help in answering questions Use Labelled diagrams, keys and child constructed bar charts and tables	Gather record classify and present data in a variety of ways t help in answering questions Use Labelled diagrams, keys and child constructed bar charts and tables	Record data and results of increasing complexity Using scientific labels and diagrams, classification keys, tables, scatter graphs, bar and line graphs	Record data and results of increasing complexity Using scientific labels and diagrams, classification keys, tables, scatter graphs, bar and line graphs
Communicating Findings	Make a simple written explanation about what has been learnt from and investigation or what conclusion	Communication his/her ideas, what he/she does and what he/she finds out in a variety of ways including simple written reports.	Report of findings from enquiries, including oral and written explanations, displays or presentation of	Report of findings from enquiries, including oral and written explanations, displays or presentation of	Report and present findings from enquiries including conclusions causal relationships and explanations of	Report and present findings from enquiries including conclusions causal relationships and explanations of

	has been found out,		results and conclusion.	results and conclusion	and degrees of trust in results Use oral and written forms such as displays and presentations.	and degrees of trust in results Use oral and written forms such as displays and presentations.
Classifying	Identify and classify simple groups	Identify group and classify according to a given criteria	Group information according to common factors Use of Venn diagrams and carroll diagrams	Group information according to common factors Use of Venn diagrams and carroll diagrams	Group and classify things and recognise patterns using appropriate ways of presenting	Group and classify things and recognise patterns using appropriate ways of presenting Use classification keys
Scientific Research			Use research to find out a range of things	Use research to find out a range of things	Find out things using a range of secondary sources	Find out things using a range of secondary sources
Concluding and Questioning		Use his/her observation and ideas to suggest answers to questions noticing	Use results to draw simple conclusion make prediction for new variables suggest improvements	Use results to draw simple conclusion make prediction for new variables suggest improvements	Use results to draw conclusions Evaluate when explaining findings from scientific enquiries and is	Use results to draw conclusions Evaluate when explaining findings from scientific enquiries and is

		similarities and patterns	and raise further questions	and raise further questions	clear about what happened in recent enquiries and can relate this to other enquiries where appropriate.	clear about what happened in recent enquiries and can relate this to other enquiries where appropriate.
Using scientific evidence			Use straight forward scientific evidence to answer questions or support his/her findings	Use straight forward scientific evidence to answer questions or support his/her findings	Identify scientific evidence that has been used to support or refute ideas or arguments.	Identify scientific evidence that has been used to support or refute ideas or arguments