

### Science Progression of Skills

<u>Topic</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Asking questions</b>	To be able to ask questions about the world around me.	To be able to ask simple questions and use some sources to find answers.	To be able to ask questions and use sources to find answers.	To be able to raise my own questions about the world around me and consider how I could find answers.	To be able to make my own decisions about the most appropriate type of scientific enquiry I might use to answer questions.	<p>To generate questions to investigate.</p> <p>To be able to make my own decisions about the most appropriate type of scientific enquiry I might use to answer questions.</p> <p>To be able to ask questions relating to sources and data and begin to consider validity.</p>	<p>To independently generate questions to investigate and suggests ways to do so.</p> <p>To make my own decisions about the most appropriate type of scientific enquiry I might use to answer questions and justify my choice.</p> <p>To be able to ask questions relating to sources and data and evaluate their scientific validity.</p>

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<b>Making observations using scientific equipment</b>	<p>To be able to talk about observations.</p> <p>To be able to talk about similarities and differences.</p>	<p>To be able to use simple measurements and equipment to gather data.</p> <p>To be able to carry out simple tests, record data and talk about my findings.</p>	<p>To be able to use simple measurements with an increasing accuracy and use a range of equipment to gather data.</p> <p>To be able to carry out simple tests, record data and talk about what I have found and how I found it out.</p>	<p>To be able to use guidance to begin to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>To be able to use new equipment, such as data loggers, appropriately.</p> <p>To be able to use notes, simple tables and standard units</p>	<p>To make my own decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>To be able to use new equipment, such as data loggers, appropriately and collect data from my own observations and measurements</p> <p>To be able to use notes, simple tables and standard units, and help to make decisions about how to record and analyse this data.</p>	<p>To be able to make my own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.</p> <p>To be able to choose the most appropriate equipment to make measurements</p>	<p>To be able to make my own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them. I can explain my reasoning</p> <p>To be able to choose the most appropriate equipment to make measurements and explain how to use it accurately.</p>

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<b>Conducting tests and enquires</b>	To be able to carry out simple tests and explore objects, materials and living things.	To be able to use take part in different types of scientific enquiry.	To be able to begin to recognise ways in which I might answer scientific questions.	<p>To be able to recognise when a simple fair test is necessary.</p> <p>To begin to use and understand simple keys.</p> <p>To be able to use sources and evidence to answer a question.</p>	<p>To be able to recognise when a simple fair test is necessary and help decide how to it up as well as talk about criteria for grouping, sorting and classifying.</p> <p>To be able to use evidence and sources to help answer questions that cannot be answered through practical investigations.</p>	<p>To be able to select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.</p> <p>To be able to recognise when and how to set up comparative and fair tests.</p>	<p>To be able to select and plan the most appropriate type of scientific enquiry to use to answer scientific questions and justify my choice of enquiry.</p> <p>To be able to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p>

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<b>Identifying</b>	To be able to talk and sort objects into groups.	To be able to use simple features to compare and sort and group data.	To be able to begin to notice patterns and relationships between data.	To be able to look for naturally occurring patterns and relationships.	To be able to decide what data to collect to identify patterns and relationships.	<p>To be able to talk about how scientific ideas have developed over time.</p> <p>To be able to recognise how evidence can support or refute an argument.</p>	<p>To be able to talk about how scientific ideas have developed over time and the significance of these changes.</p> <p>To be able to recognise how evidence can support or refute an argument and choose relevant information to do so.</p>

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<b>Using observations and ideas to suggest answers and set up further experiments</b>	To explore the world around me.	To be able to explore the world around me and make relevant observations.	To be able to make observations about the world around me and use these to be able to raise my own questions.	<p>To be able to identify new questions arising from the data.</p> <p>To be able to make predictions for new values within or beyond the data I have collected</p>	<p>To be able to make predictions for new values within or beyond the data I have collected and justify my prediction.</p> <p>To be able to find ways of improving what I have already done.</p>	<p>To be able to use my results to make predictions and begin to think about how to set up further experiments.</p> <p>To consider when further tests and observations might be needed.</p>	<p>To be able to use my results to independently make predictions and set up further experiments.</p> <p>To be able to identify when further tests and observations might be needed and the reasons for this.</p>

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<b>Gather and record data</b>	To be able to communicate my findings.	<p>To be able to record and communicate my findings with support.</p> <p>To be able to begin to use simple scientific language with support.</p>	<p>To be able to record and communicate my findings in a range of ways.</p> <p>To use scientific language with an increased independence and accuracy.</p>	<p>To be able to collect data from my own observations and measurements.</p> <p>To be able to use notes, simple tables and standard units.</p>	<p>To be able to collect data accurately from my own observations and measurements</p> <p>To be able to begin making decisions about how to record and analyse this data.</p>	<p>To be able to decide how to record data from a choice of familiar approaches.</p> <p>To be able to look for different causal relationships in my data.</p>	<p>To be able to decide how to record data based on previous knowledge and investigations.</p> <p>To be able to identify evidence that refutes or supports ideas.</p>

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<b>Report findings</b>	To be able to record and communicate my basic findings.	To be able to communicate my findings.	To be able to communicate my findings both orally and in written form.	<p>To be able to use relevant scientific language to discuss my ideas.</p> <p>To be able to look for patterns, changes, similarities and differences in data.</p> <p>To be able to draw simple conclusions.</p>	<p>To be able to use relevant scientific language to discuss my ideas and communicate findings in ways that are appropriate for different audiences.</p> <p>To be able to draw conclusions from data including patterns, changes, similarities and differences.</p>	<p>To be able to report and present findings from enquiries, including conclusions, causal relationships using relevant scientific language</p> <p>To be able to use oral and written forms such as displays and other presentations to report my findings and results.</p>	<p>To be able to use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p> <p>To be able to report and present findings from enquiries, including conclusions, causal relationships and give explanations of and degree of trust in results.</p> <p>To be able to confidently use oral and written forms such as displays and other presentations to show my findings.</p>

