



## Science – Skills Progression

Science Progression	Questioning and enquiring planning	Observing and measuring pattern seeking	Identifying and classifying	Investigating	Recording & reporting findings	Research
<b>Year 1 Expected</b>	<p>Ask simple questions about the world around us.</p> <p>Begin to recognise that they can be answered in different ways (using the other objectives)</p>	<p>Begin to observe closely, using simple equipment safely.</p> <p>Use simple observations and ideas to suggest answers to questions.</p> <p>To observe simple changes over time and, with guidance, begin to notice patterns and relationships.</p>	<p>Identify and classify with some support.</p> <p>To begin to observe and identify, compare and describe.</p> <p>To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Perform simple tests with support.</p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p>	<p>Gather and record data with some adult support, to help in answering questions.</p> <p>Begin to record simple data.</p> <p>Begin to record and communicate their findings in a range of ways.</p> <p>Show results in a simple table that the teacher has provided.</p>	<p>To begin to use simple secondary sources to find answers.</p> <p>To begin to find information to help me from books and computers with help.</p>
<b>Year 2 Expected</b>	<p>Ask questions about the world around us.</p> <p>Begin to recognise that they can be answered in different ways (using the other objectives)</p>	<p>Observe closely, using simple equipment safely with increasing independence.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Observe changes over time and, with guidance, begin to notice patterns and relationships.</p>	<p>Identify and classify.</p> <p>Observe and identify, compare and describe.</p> <p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Perform simple tests.</p> <p>To discuss my ideas about how to find things out.</p> <p>To say what happened in my investigation</p>	<p>Gather and record data to help in answering questions.</p> <p>Record simple data.</p> <p>Record and communicate their findings in a range of ways.</p> <p>Show results in a table that the teacher has provided.</p>	<p>Use simple secondary sources to find answers.</p> <p>Can find information to help me from books and computers with help.</p>
<b>Year 3 Expected</b>	<p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore the relationships between living things and familiar environments.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions.</p>	<p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help 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>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Begin to compare and group according to behaviour or properties, based on testing.</p>	<p>Set up some simple practical enquiries, comparative and fair tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor.</p>	<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Begin to use notes, simple tables and standard units and help to</p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>



## Science – Skills Progression

					decide how to record and analyse their data.  Begin to record results in tables and bar charts.	
<b>Year 4 Expected</b>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help 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>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Compare and group according to behaviour or properties, based on testing.</p>	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Record results in tables and bar charts.</p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>
<b>Year 5 Expected</b>	<p>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Begin to explore and talk about ideas, ask their own questions and analyse their findings.</p> <p>Begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p>	<p>Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Begin to identify patterns that might be found in the natural environment.</p> <p>Begin to make their 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>Begin to use and develop keys and other information records to identify, classify and describe living things and materials.</p>	<p>Begin to use test results to make predictions to set up further comparative and fair tests.</p> <p>Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Begin to suggest improvements to my method and give reasons.</p> <p>Begin to decide when it is appropriate to do a fair test.</p>	<p>Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Begin to report and present findings from enquiries.</p> <p>Begin to decide how to record data from a choice of familiar approaches.</p> <p>Begin to choose how best to present data.</p>	<p>Begin to recognise which secondary sources will be most useful to research their ideas.</p>



## Science – Skills Progression

	<p>Begin to recognise scientific ideas change and develop over time.</p> <p>Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry.</p>	<p>Begin to interpret data and find patterns.</p>				
<p><b>Year 6 Expected</b></p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Explore and talk about ideas, ask their own questions and analyse their findings.</p> <p>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p> <p>Select the most appropriate ways to answer science questions using different types of scientific enquiry.</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Identify patterns that might be found in the natural environment.</p> <p>Make their 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>Can interpret data and find patterns.</p>	<p>Use and develop keys and other information records to identify, classify and describe living things and materials.</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons.</p> <p>Decide when it is appropriate to do a fair test</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Report and present findings from enquiries.</p> <p>Decide how to record data from a choice of familiar approaches.</p> <p>Choose how best to present data.</p>	<p>Recognise which secondary sources will be most useful to research their ideas.</p>