



Progression of Skills in Science

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning, enquiring, and planning	Using vocabulary such as ice melting, sound causing vibrations, light travelling through materials, shadows, magnets and floating and sinking to discuss events happening in their environment	To ask simple questions about the world around us.	To ask simple questions about the world around us.	To ask some relevant questions and use different types of scientific enquiries to answer them.	To ask relevant questions and use different types of scientific enquiries to answer them.	To begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Observing and measuring	- Observe seasonal changes - Observing to see what happens to materials under various conditions	To use simple observations and ideas to suggest answers to questions.	To observe changes over time and with guidance notice patterns and relationships.	- To begin to look for patterns and what data to collect to identify them. - To begin to measure accurately using standard units. - Beginning to choose from a selection of equipment.	- To help to make decisions about what observations to make and for how long. - Can see a pattern in results Can choose from a selection of equipment.	- To begin to make their own decisions about what observations to make, measurements to use and how long for. - Begin to interpret data and find patterns. - Begin to take accurate and precise measurements.	- To make their own decisions about what observations to make, measurements to use and how long for. - Can interpret data and find patterns. - Can take accurate and precise measurements.
Investigating	- To participate in simple tests - Exploring the natural world using sense, close observations and drawings	To perform simple tests with support.	Perform simple tests.	- To set up some simple test and to know why a fair test is necessary. - To begin to think of one variable factor.	- To recognise when a simple fair test is necessary and help how to decide to set it up. - To think of one variable factor.	- To begin to use test results to set up further comparative and fair tests. - Begin to explain which variables need to be controlled and why. Begin to suggest improvements to method and give reasons.	- To use test results to make predictions and set up comparative and fair tests. - To explain which variable needs to be controlled and why. - To give improvements to their method, giving reasons.
Recording, conclusions, and reporting findings	Discuss changes that they experience.	- To begin to gather and record data with adult support to help answer questions. - To begin to record data in a table. - To begin to say what has happened in the investigation. To begin to say if they were surprised by the result or if they were change something about their investigation.	- To gather and record data to help answer questions. - To record simple data. say what has happened in the investigation. - To say if they were surprised by the result or if they were change something about their investigation	- To gather, record and begin to classify and present data in a variety of ways. - To begin to record findings using scientific language, diagrams, and charts. - To begin to use results to draw simple conclusion, make predictions and suggest improvements.	- To gather, record and to classify and present data in a variety of ways. - To record findings using scientific language, diagrams, and charts. - To choose how to communicate findings. - To use results to draw simple conclusion, make predictions and suggest improvements. - To use scientific evidence to answer questions.	- To begin to record data and results of increasing complexity using scientific diagrams, labels, classifications keys and graphs. - To begin to report and present findings and data. - To begin to report and present findings. - To begin to draw conclusions based on data and observations, using evidence to justify their ideas.	- To record data and results of increasing complexity using scientific diagrams, labels, classifications keys and graphs. - To report and present findings and data, communicating detailed scientific language. - To draw conclusions based on data and observations, using evidence to justify their ideas. To use test results to make predictions and a fair test.

Identifying, grouping, and classifying		• To begin to identify and classify with some support • To begin to observe, identify, compare, and describe.	• To Identify and classify, observe, identify, compare, and describe. • To sort and group items with support.	• To begin to identify differences, similarities or changes related to simple scientific ideas. • To talk about criteria for sorting and to begin to classify using simple keys.	• To identify differences, similarities or changes related to simple scientific ideas. • To compare and group according to behaviour or properties based on testing	• To begin to use and develop keys and other information records to identify, classify and describe living things and materials.	• To use and develop keys and other information records to identify, classify and describe living things and materials.
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