



Progression of skills in Science

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking Questions	<p>Questions how and why things happen</p> <p>Shares and develops own ideas</p> <p>Talks about things like plants, animals, natural and found objects</p>	I ask simple questions	I ask simple questions	Ask own questions and use different ways to answer them	Ask own questions and use different ways to answer them	<p>Ask different kinds of questions</p> <p>Plan different types of scientific enquiries to answer questions</p>	<p>Ask different kinds of questions</p> <p>Plan different types of scientific enquiries to answer questions</p>
Making Predictions	Test own ideas	Make a simple prediction	Make a simple prediction	Uses what they know to make a simple prediction	Uses what they know to make a simple prediction	Use results to make predictions and set up more tests (including fair tests)	Use results to make predictions and set up more tests (including fair tests)
Setting up Tests	Uses equipment and tools carefully	<p>Use simple equipment to make measurements</p> <p>Recognise questions can be answered in different ways</p> <p>Perform simple tests</p>	<p>Use simple equipment to make measurements</p> <p>Recognise questions can be answered in different ways</p> <p>Perform simple tests</p>	Set up own simple tests	Set up own simple tests	Set up fair tests where necessary	Set up fair tests where necessary
Observing and measuring	Uses 5 senses to look more closely	<p>Use simple scientific language</p> <p>Compare things, sort and group them</p> <p>Observe closely</p>	<p>Use simple scientific language</p> <p>Compare things, sort and group them</p> <p>Observe closely</p>	<p>Make careful observations</p> <p>Use different equipment to measure in standard units</p>	<p>Make careful observations</p> <p>Use different equipment to measure in standard units</p>	<p>Decide what observations and measurements to make</p> <p>Use different scientific equipment to measure with precision. Take repeat readings where appropriate</p>	<p>Decide what observations and measurements to make</p> <p>Use different scientific equipment to measure with precision. Take repeat readings where appropriate</p>
Recording Data	Records using pictures, mark making or orally	Gather and record simple data in different ways	Gather and record simple data in different ways	Gather, record, classify and present data in different ways including drawings, labelled diagrams,	Gather, record, classify and present data in different ways including drawings, labelled diagrams,	<p>Decide how to record data and results.</p> <p>Use scientific diagrams, labels,</p>	<p>Decide how to record data and results.</p> <p>Use scientific diagrams, labels,</p>

				keys, bar charts and tables	keys, bar charts and tables	classification, keys, tables, scatter, bar and line graphs	classification, keys, tables, scatter, bar and line graphs
Interpreting and communicating results	Create simple representation of people and objects	Talk about what they have found out	Talk about what they have found out	Explain what they have found out using speaking and writing Draw simple conclusions and make predictions for new values	Explain what they have found out using speaking and writing Draw simple conclusions and make predictions for new values	Report and present findings using speaking and writing including displays and presentations Use relevant scientific language and illustration	Report and present findings using speaking and writing including displays and presentations Use relevant scientific language and illustration
Evaluating	Notices similarities and differences	Can comment on what went well in their test	Can comment on what went well in their test and how to improve next time	Can comment on what went well and how to improve next time	Can comment on what went well and how to improve next time including a further question	Reflects on their enquiry and can suggest further questions to research	Reflects on their enquiry and can suggest future enquiries/hypotheses/ Questions Identify potential errors in results