**Science – Skills progression document**

**2022-2023**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skills** | **Early Years** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Working scientifically** |  | Ask simple questions and recognise that they can be answered in different ways  Use simple equipment to observe closely  Identify and classify  Use his/her observations and ideas to suggest answers to questions  Gather and record data to help in answering questions | Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum  Use simple equipment to observe closely including changes over time  Perform simple comparative tests  Identify, group and classify  Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns  Gather and record data to help in answering questions including from secondary sources of information | Ask relevant questions and use different types of scientific enquiries to answer them  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Gather, record, classify and present data in a variety of ways to help with answering questions  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  Identify differences, similarities or changes related to simple scientific ideas and processes  Use straightforward scientific evidence to answer questions or to support his/her findings | Ask relevant questions and use different types of scientific enquiries to answer them  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Gather, record, classify and present data in a variety of ways to help with answering questions  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  Identify differences, similarities or changes related to simple scientific ideas and processes  Use straightforward scientific evidence to answer questions or to support his/her findings | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs  Use test results to make predictions to set up further comparative and fair tests  Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  Identify scientific evidence that has been used to support or refute ideas or arguments | Plan different types of scientific enquiries to answer their own or others’ questions, including recognising and controlling variables where necessary  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  Use test results to make predictions to set up further comparative and fair tests  Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  Identify scientific evidence that has been used to support or refute ideas or arguments  Describe and evaluate their own and other people’s scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources  Group and classify things and recognise patterns. I can group and classify things and recognise patterns.  Find things out using a wide range of secondary sources of information. |