



Science Skills Progression

Progression of skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	<p>Questions why things happen using: who, what, when how,</p> <p>Asks questions about aspects of their familiar world To ask appropriate questions of others Responds to how, where, when questions</p>	Beginning to ask simple questions and recognising that they can be answered in different ways	Ask simple questions and recognise that they can be answered in different ways	<p>Beginning to ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p>	Beginning to identify scientific evidence that has been used to support or refute ideas or arguments	Identifying scientific evidence that has been used to support or refute ideas or arguments.
Observing	<p>To look carefully for similarities, differences, patterns and change.</p> <p>To record what they have seen happen with pictures and captions. To attempt to write simple sentences</p> <p>To use simple equipment safely</p> <p>To make observations of animals and plants and explain why some things occur,</p>	Beginning to observe more closely using simple equipment	Observing closely using simple equipment	Beginning to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.



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	and talk about changes						
Investigating	<p>To explore a range of different objects and the world around them</p> <p>To talk about what they have done or noticed in their explorations.</p>	Beginning to perform simple tests	Perform simple tests	Beginning to set up simple practical enquiries, comparative and fair tests.	Setting up simple practical enquiries, comparative and fair tests.	Beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Identifying and classifying	<p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another</p>	Beginning to identify and classify	Identify and classify	<p>Beginning to gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Beginning to identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	Beginning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>



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Gathering and recording data	To Know that information can be retrieved from books and computers	Beginning to gather and record simple data to help in answering questions	Gather and record data to help answer questions	Begin to gather, record, classify and present data in a variety of ways to help in answering questions.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Beginning to record data and results of using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Vocabulary	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Begin to use vocabulary with help from adults and a word bank	Use vocabulary with help from adults and a word bank	Beginning to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	To begin to read, spell and pronounce scientific vocabulary correctly. To begin to confidently use a range of scientific vocabulary.	To read, spell and pronounce scientific vocabulary correctly. To confidently use a range of scientific vocabulary.
Conclusions	To demonstrate understanding when talking with others about what they have read	Beginning to use observations and ideas to suggest answers to questions	Use observations and ideas to suggest answers to questions	Beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Beginning to use straightforward scientific evidence to answer questions or to support their findings.	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Using straightforward scientific evidence to answer questions or to support their findings.	Beginning to using test results to make predictions to set up further comparative and fair tests. Beginning to report and represent 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.	Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting 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.



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