Progression of Skills in Science

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking Questions	* to ask simple questions and recognise that they can be answered in different ways * to use secondary sources to research	* to ask simple questions and recognise that they can be answered in different ways * to use secondary sources to research and find answers	* to ask relevant questions and use different types of scientific enquiries to answer them * to set up simple practical enquiries, comparative and fair tests	* to ask relevant questions and select and use different types of scientific enquiries to answer them * to set up simple practical enquiries, comparative and fair tests	* to plan different types of scientific enquiries to answer different types of questions, including recognising and controlling variables where necessary * to recognise which secondary sources will be most useful to their research	* to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * to recognise which secondary sources will be most useful to their research

Progression of Skills in Science

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measuring and Recording	* to observe carefully and closely using simple equipment * to take simple measurements with equipment * to perform simple tests * to gather and record data to help in answering questions * to record data simply e.g. in a table, Venn diagram, or chart,	* to observe carefully and closely, using simple equipment * to use simple measurements to gather data * to perform simple tests * to gather and record data to help in answering questions (to record data simply e.g. in a table, Venn diagram, tally chart, bar chart or flow diagram	* to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment * to record findings using simple scientific language, drawings, labelled diagrams, keys, tables, bar charts, scatter graphs and tables * to gather, record, classify and present data in a variety of ways to help in answering questions	* to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment * to record findings using simple scientific language, drawings, labelled diagrams, keys, tables, bar charts, scatter graphs and tables * to gather, record, classify and present data in a variety of ways to help in answering questions	* to take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	* to take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Concluding	* to identify, sort, group and classify (with some help) * to use their observations and ideas to suggest answers to questions	* to identify, sort, group and classify * to use their observations and ideas to suggest answers to questions * to be able to (with help) notice relationships * to be able to talk about what they have found out and how they found it out	* to identify differences, similarities or changes related to simple scientific ideas and processes * to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * to use straightforward scientific evidence to answer questions or to support their findings	* to identify differences, similarities or changes related to simple scientific ideas and processes * to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * to use straightforward scientific evidence to answer questions or to support their findings	* to identify scientific evidence that has been used to support or refute ideas or arguments * to 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	* to identify scientific evidence that has been used to support or refute ideas or arguments * to 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

Progression of Skills
in Science

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating			* to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	* to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	* to use test results to make predictions to set up further comparative and fair tests	* to use test results to make predictions to set up further comparative and fair tests