

Science Working Scientifically Skills & Progression

Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I question why things happen. • I notice similarities and differences. • I can use my senses and look closely. • I have my own ideas. • I can create simple representations of people & objects. • I test my ideas. • I can talk about things like plants, animals, natural & found objects. • I use equipment and tools carefully. 	<ul style="list-style-type: none"> • Through discussion, I can ask simple questions & recognise that they can be answered in different ways. • With help, I can observe closely using simple equipment. • With support, I can perform simple tests. • Through discussion, I can use simple features to compare objects, materials and living things. • With help, I can decide how to sort & group objects, materials & living things. • I can use observations to talk about what I have found out. 	<ul style="list-style-type: none"> • I can ask simple questions and recognise that they can be answered in different ways. • I can observe closely using simple equipment. • I can perform simple tests. • I can use simple features to compare objects, materials and living things. • I can decide how to sort and group objects, materials and living things. • I can use observations and ideas to suggest answers to questions. • I can gather data to help answer questions. 	<ul style="list-style-type: none"> • With support, I can ask relevant questions and use different types of enquiry to answer them. • With guidance, I can set up simple practical enquiries, comparative and fair tests. • I can make careful observations. • I can take increasingly accurate measurements using a thermometer. • I can use data loggers to take simple measurements. • With guidance, I can gather, record, classify and present data in different ways to answer questions. 	<ul style="list-style-type: none"> • I can ask relevant questions and use different types of enquiry to answer them. • I can independently set up simple practical enquiries, comparative and fair tests. • I can make systematic and careful observations. • I can take accurate measurements, using standard units, using a range of equipment, including thermometers. • I can use data loggers to take a range of measurements. • I can select the most appropriate way to gather, 	<ul style="list-style-type: none"> • With guidance, I can plan different types of enquiry to answer questions. • Through discussion, I can recognise and control variables where necessary. • With support, I can take measurements with increasing accuracy using a range of scientific equipment, taking repeat readings when necessary. • I can use data loggers in a range of scientific enquiries. • I can record data and results in a variety of ways, including: scientific 	<ul style="list-style-type: none"> • I can select and plan the most appropriate type of scientific enquiry to answer specific questions. • I can identify and explain which variables need to be controlled. • I can select and use the most appropriate equipment to take measurements accurately. • I can independently select the most appropriate way to record data and results from the following: scientific diagrams and labels; classification keys; tables; scatter graphs;

	<ul style="list-style-type: none"> • With help, I can gather data to answer questions. • With help, I can record data to answer questions. • I understand that hand lenses and egg timers are examples of simple measuring equipment. • With support, I can talk about my findings and answer related questions. 	<ul style="list-style-type: none"> • I can record data to help answer questions. • I can talk about my findings, share my ideas and answer questions about my enquiries. 	<ul style="list-style-type: none"> • With support, I can record my findings in different ways, including: using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • With guidance, I can present findings from enquiries in different ways, including: oral and written explanations, displays or presentations of results and conclusions. • Through discussion, I can use my results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p>record, classify and present data to answer questions.</p> <ul style="list-style-type: none"> • I can select the best way record my findings, including: using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • I can select the most appropriate way to present findings from enquiries, including: oral and written explanations, displays or presentations of results and conclusions. • I can use my results to draw simple conclusions, make predictions for new values, suggest improvements 	<p>diagrams and labels; classification keys; tables; scatter graphs; bar graphs; line graphs.</p> <ul style="list-style-type: none"> • Through discussion, I can use test results to make predictions to set up further comparative and fair tests. • Through discussion, I can identify how reliable my results are, linking them to causal relationships in my conclusions. • I can report and present findings from enquiries in oral and written forms, such as displays and other presentations. • I can identify scientific evidence that has been used to 	<p>bar graphs; line graphs.</p> <ul style="list-style-type: none"> • I can use my test results to make predictions for further comparative and fair tests. • I can select the most appropriate way to report and present my findings with clarity and appropriate scientific language. • In my conclusions, I can explain how reliable my results are and the causal relationships • I can identify a range of scientific evidence to support and refute ideas or arguments.
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