

Science Skills Progression

Skill area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Questioning</u>		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.	Make predictions for new values, suggest improvements and raise further questions	Asking relevant questions and using different types of scientific enquiries to answer them	Asking relevant questions and using different types of scientific enquiries to answer them	Observe and raise questions Planning different types of scientific enquiries to answer questions.
<u>Observations</u>	Looks closely at similarities, differences, patterns and change. 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. They make observations of animals and plants and explain why some things occur, and talk about changes.	Observe closely, using simple equipment Use observations and ideas to suggest answers to questions	Observe closely, using simple equipment. Use observations and ideas to suggest answers to questions.	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions	explore possible ways of grouping observing patterns finding patterns	observing and comparing 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	Observe and raise questions 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.
<u>Testing</u>		Perform simple tests	Perform simple tests.	Setting up simple practical enquiries, comparative and fair tests	Setting up simple practical enquiries, comparative and fair tests	Planning 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.
<u>Identifying</u>	They explain why some things occur, and talk about changes	Identify and classify	Identify and classify and give reasons for choices.	Identify and classify and give reasons for choices.	Grouping and classifying a variety of different materials/objects		Use classification systems and keys
<u>Recording / analyse</u>		Gather and record data	Gather and record data to help in answering questions	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Taking measurements and repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests.
						Use scientific evidence to support or refute ideas or arguments Research scientists	Identifying scientific evidence that has been used to support or refute ideas or arguments. Explore the work of scientists and scientific research