St John the Baptist RC Primary School – Science Progression of Skills/Working Scientifically.

Working Scientifically						
			EYFS	Y1	Y2	Y3
	Plan	Planning	Choose the resources they need for their chosen activities and say when they do or don't need help Generate a variety of ideas for testing (not always realistic/appropriate) Asks questions about aspects of their familiar world.	Asking 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 including use of scientific language from the national curriculum	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests
	Do	Observing obtaining evidence	General sensory observations of animals and plants. Looking at objects and pictures and discussing what they can see. Simple descriptions of the world around them. Measure by direct comparison. Non-standard units of measurement. Simple comparative vocabulary – bigger, smaller.	Observing closely, using simple equipment. Performing simple tests. Identifying and classifying.	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	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
		Recording	Talking about objects and events. Simple recording –pictures/images, design and technology, art, music, dance, role play and stories	Gathering and recording data to help in answering questions.	Gather and record data to help in answering questions including from secondary sources of information	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
	Review	Concluding	Noticing 'which worked best' – simple comparative statements. Answer initial question simply.	Using their observations and ideas to suggest answers to questions.	Using their observations and ideas to suggest answers to questions.	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.
		Evaluating				Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

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			Working Scientifically		
			Y4	Y5	Y6
	Plan	Planning	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. .	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary
	Do	Observing obtaining evidence	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
		Recording	Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus) Record 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	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
	Review	Concluding	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	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.	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
		Evaluating	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	Use test results to make predictions to set up further comparative and fair tests. Identifying scientific evidence that has been used to support or refute ideas or arguments.	Use test results to make predictions to set up further comparative and fair tests. 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

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