

Progression in Science Working Scientifically Skills

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Asking Scientific questions and planning enquiries	Asking simple questions and recognising that they can be answered in different ways	Asking relevant questions and using different types of scientific enquiries to answer them with some adult support. Children are beginning to pose their own questions to investigate.	Planning different types of scientific enquiries to answer questions that are posed by the teacher and indecently. Children are recognising the different types of variable where appropriate. Children are beginning to ask follow up questions after completing an investigation. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Set up and carry out an enquiry. Making observations and taking measurements	Performing simple tests to answer questions generated by the teacher.	Setting up simple practical enquiries, comparative and fair tests. Children are beginning to select their own equipment to carry out the investigation Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Recording and presenting data	Gathering and recording data (e.g. tally, prepared tables) to help in answering questions Observing closely, using simple equipment	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	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Making conclusions and evaluate	Using their observations and ideas to suggest answers to questions	Using straightforward scientific evidence to answer questions or to support their findings. Identifying differences, similarities or changes related to simple scientific ideas and processes Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Identifying scientific evidence that has been used to support or refute ideas or arguments. 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 Using test results to make predictions to set up further comparative and fair tests (Year 6)