Progression of Skills: In Science:

Working Scientifically

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning and Predicting	Suggest what might happen and ways to test ideas	With help, suggest some ideas and questions Think about how to collect evidence Suggest what might happen Think about and discuss whether comparisons and tests are fair or unfair	Respond to suggestions. With help, put forward ideas about testing Make predictions With help, consider what constitutes a fair test With help, plan and carry out a fair test	Recognise why it is important to collect data to answer questions Suggest questions that can be tested Put forward ideas about testing ad make predictions With help, consider what constitutes a fair test	Recognise that scientific ideas are based on evidence and creative thinking Make predictions based on scientific knowledge Suggest methods of testing including a fair test Suggest how to collect evidence Select suitable equipment	Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena Make predictions based on scientific knowledge and understanding Suggest methods of testing including a fair test and how to collect evidence, ensuring it is sufficient and appropriate
Investigating and observing	Make observations using appropriate senses Explore using the five senses Make simple comparisons and groupings	Make observations and comparisons using simple equipment, following simple instructions Use first-and experience and, with help, simple information sources to answer questions	Make observations and comparisons Measure length, volume of liquid and time in standard measures using simple measuring equipment Use first-hand experience and simple information sources to answer questions	Make relevant observations and comparisons Make measurements of temperature, time and force as well as measurements of length Begin to think about why measurements of length should be repeated With help, carry out a fair test recognising and explaining why it is fair	Carry out a fair test explaining why it is fair Understand why observations and measurements need to be repeated Select information from provided sources	Carry out a fair test identifying key factors to be considered Make a variety of relevant observations and measurements using simple apparatus correctly Decide when observations and measurements need to be checked, by repeating, to give more reliable data Select information from a range of sources
Recording, analysing and evaluating	Communicate findings in simple ways Collect evidence to try to answer a question	Record findings in simple ways including tables, graphs etc. Say whether what happened was what was expected and draw simple conclusions	Communicate findings in a variety of ways Say whether what happened was what was expected With help, identify simple patterns and suggest explanations	Explain what the evidence shows in a scientific way and whether it supports predictions Suggest improvements in their learning	Communicate findings in a variety of ways Identify simple trends and patterns Communicate findings in tables, bar charts and graphs, whilst making appropriate use of ICT Identify trends and patterns and offer explanations for these To draw conclusions and communicate them in appropriate scientific language Suggest improvements in their work giving reasons	Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT Identify trends and patterns and results that do not appear to fit the pattern Provide explanations for differences in observations and measurements Draw conclusions and communicate them in appropriate scientific language Make practical suggestions for improving methods in their work giving suggestions