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| **Science Progression of skills** | **Pre-National Curriculum** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Upper KS2 (year 5/6)** |
| **Plan** | ⮚choose the resources they need for their chosen activities and say when they do or don’t need help | ⮚answer simple questions and begin to recognise that they can be answered in different ways | ⮚ask simple questions and recognising that they can be answered in different ways | ⮚with some guidance, begin to ask relevant questions such as ‘What if we changed…?’ and using different types of scientific enquiries to answer them  ⮚with support, set up simple practical enquiries, comparative tests and explore how to make it a fair test | ⮚ask / raise / choose their own relevant questions and using different types of scientific enquiries to answer them  ⮚set up and organise their own simple practical enquiries, comparative and fair tests | ⮚ plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| **Do** | ⮚know about similarities and differences in relation to places, objects, materials and living things  ⮚make observations of animals and plants  ⮚explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  ⮚select and use technology for particular purposes | ⮚look closely and measure using simple equipment such as sand timers  ⮚with support, perform simple tests  ⮚ with support identify and classify by grouping and sorting | ⮚observe closely and measure using non-standard and standard units  ⮚perform simple tests  ⮚identify and classify | ⮚make systematic and careful observations and take accurate measurements using standard units and begin to use some equipment | ⮚make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use 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 |
| **Record** | ⮚represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories | ⮚with support, gather and record simple data to help in answering questions such as annotating pictures, sequencing pictures and communicating answers to an adult | ⮚gather and record simple data with some accuracy e.g. a bar chart or annotated drawings to help in answering questions | ⮚gather, record, classify and present data in a variety of ways to help in answering questions such as simple tables, bar charts and pictures given to the  ⮚with support, record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | ⮚begin to independently gather, record, classify and present data in a variety of ways to help in answering questions  ⮚where appropriate, students to choose the best way to 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 |
| **Review** | ⮚talk about the features of their own immediate environment and how environments might vary from one another  ⮚explain why some things occur and talk about changes | ⮚use their observations and ideas to suggest / share answers to given questions using some scientific vocabulary | ⮚use their observations and ideas to suggest answers to questions using scientific vocabulary and some reasoning e.g. ‘I think that \_\_\_ happened because \_\_\_.’ | ⮚with support or scaffolding, report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  ⮚with support or scaffolding, use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  ⮚with help, identify differences, similarities or changes related to simple scientific ideas and processes  ⮚write a simple explanation of why something has happened using straightforward scientific evidence to answer questions or to support their findings. | ⮚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  ⮚identify differences, similarities or changes related to simple scientific ideas and processes  ⮚use straightforward scientific evidence to answer questions or to support their findings | ⮚  use test results to make predictions to set up further comparative and fair tests  ⮚  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  ⮚  identify scientific evidence that has been used to support or refute ideas or arguments |