

Roehampton Church Schools Progression of skills in Science

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	*General sensory observations of animals and plants. *Simple descriptions of the world around them. *Looking at objects and pictures and discussing what they can see. *Asks questions about aspects of their familiar world. *Generating a variety of ideas for testing (not always realistic/appropriate) *Measure by direct comparison. Non-standard units of measurement. *Simple comparative vocabulary – bigger, smaller.	*Ask simple questions and recognise that they can be answered in different ways. *Use simple equipment to observe closely. Perform simple tests. *Identify and classify. *Use observations and ideas to suggest answers to questions. *Gather and record data to help in answering questions. *Make predictions.	*Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. *Use simple equipment to observe closely including changes over time. *Communicate ideas in a variety of ways. *Perform simple comparative tests. *Identify, group and classify. *Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns. *Gather and record data to help in answering questions including from secondary sources of information.	*Ask relevant questions and use different types of scientific enquiries to answer them. *Set up simple practical enquiries, comparative and fair tests. *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data logger. *Gather, record, classify and present data in a variety of ways to help in answering questions. *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. *Report on findings from enquiries, including oral and written explanations, displays	*Ask relevant questions and use different types of scientific enquiries to answer them. *Set up simple practical enquiries, comparative and fair tests. *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. *Gather, record, classify and present data in a variety of ways to help in answering questions. *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. *Report on findings from enquiries, including oral and written explanations, displays	*Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. *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	*Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. *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

				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 findings.	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 findings.	written forms such as displays and other presentations. *Identify scientific evidence that has been used to support or refute ideas or arguments.	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. *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. *Find things out using a wide range of secondary sources of information. *Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate methods and findings.
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