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

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		or presentations of	or presentations of	written forms such as	results, in oral and
		results and	results and	displays and other	written forms such as
		conclusions.	conclusions.	presentations.	displays and other
		*Use results to draw	*Use results to draw	*Identify scientific	presentations.
		simple conclusions,	simple conclusions,	evidence that has	*Identify scientific
		make predictions for	make predictions for	been used to support	evidence that has
		new values, suggest	new values, suggest	or refute ideas or	been used to support
		improvements and	improvements and	arguments.	or refute ideas or
		raise further	raise further		arguments.
		questions.	questions.		*Describe and
		*Identify differences,	*Identify differences,		evaluate their own
		similarities or changes	similarities or changes		and other people's
		related to simple	related to simple		scientific ideas related
		scientific ideas and	scientific ideas and		to topics in the
		processes.	processes.		national curriculum
		*Use straightforward	*Use straightforward		(including ideas that
		scientific evidence to	scientific evidence to		have changed over
		answer questions or to	answer questions or to		time), using evidence
		support findings.	support findings.		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.