

Science Skills Progression Map	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<p>Questioning and enquiry planning</p>	<p>Ask simple questions about the world around us.</p> <p>Begin to recognise that they can be answered in different ways.</p>	<p>Ask questions about the world around us.</p> <p>Recognise that they can be answered in different ways.</p>	<p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions.</p>

<p>Observing + measuring</p> <p>Pattern seeking</p>	<p>Begin to observe closely, using simple equipment.</p> <p>Use simple observations and ideas to suggest answers to questions.</p> <p>To observe simple changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with support (eg hand lenses and egg timers)</p> <p>Begin to progress from non-standard units, reading cm, m, cl, l, °C</p>	<p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>To observe changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers)</p> <p>Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C</p>	<p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately (eg data loggers).</p> <p>Begin to see a pattern in my results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Begin to observe and measure accurately using standard units including time in minutes and seconds.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use new equipment appropriately (eg data loggers).</p> <p>Can see a pattern in my results.</p> <p>Can choose from a selection of equipment.</p> <p>Can observe and measure accurately using standard units including time in minutes and seconds.</p>
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<p>Recording and reporting findings</p>	<p>Gather and record data with some adult support, to help in answering questions.</p> <p>Begin to record simple data.</p> <p>Begin to record and communicate their findings in a range of ways.</p> <p>Can show my results in a simple table that my teacher has provided</p>	<p>Gather and record data to help in answering questions.</p> <p>Record simple data.</p> <p>Record and communicate their findings in a range of ways.</p> <p>Can show my results in a table that my teacher has provided.</p>	<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Begin to record results in tables and bar charts.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Can record results in tables and bar charts.</p>
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<p>Identifying, grouping and classifying</p>	<p>Identify and classify with some support.</p> <p>To begin to observe and identify, compare and describe.</p> <p>To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Identify and classify.</p> <p>Observe and identify, compare and describe.</p> <p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to talk about criteria for grouping, sorting and classifying and use simple keys. Begin to compare and group according to behaviour or properties, based on testing.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Compare and group according to behaviour or properties, based on testing.</p>
<p>Research</p>	<p>To begin to use simple secondary sources to find answers.</p> <p>To begin to find information to help me from books and computers with help.</p>	<p>Use simple secondary sources to find answers.</p> <p>Can find information to help me from books and computers with help</p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>

<p>Conclusions</p>	<p>Begin to talk about what they have found out and how they found it out</p> <p>To begin to say what happened in my investigation.</p> <p>To begin to say whether I was surprised at the results or not.</p> <p>To begin to say what I would change about my investigation.</p>	<p>Talk about what they have found out and how they found it out.</p> <p>To say what happened in my investigation.</p> <p>To say whether I was surprised at the results or not.</p> <p>To say what I would change about my investigation.</p>	<p>I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, am beginning to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Am beginning to see a pattern in my results.</p> <p>Am beginning to say what I found out, linking cause and effect.</p> <p>Am beginning to say how I could make it better</p> <p>Am beginning to answer questions from what I have found out.</p>	<p>Using results to draw simple conclusions , make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Can see a pattern in my results.</p> <p>Can say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p> <p>Can answer questions from what I have found out</p>
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<p>Vocabulary</p>	<p>Use some simple scientific language</p> <p>Begin to use some science words.</p> <p>Use comparative language with support.</p>	<p>Use simple scientific language and some science words.</p> <p>Use comparative language – bigger, faster etc</p>	<p>Begin to use some scientific language to talk and, later, write about what they have found out.</p> <p>Begin to use relevant scientific language.</p> <p>Begin to use comparative and superlative language.</p>	<p>Use some scientific language to talk and, later, write about what they have found out.</p> <p>Use relevant scientific language.</p> <p>Use comparative and superlative language</p>
<p>Investigating</p>	<p>Perform simple tests with support.</p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p>	<p>Perform simple tests.</p> <p>To discuss my ideas about how to find things out.</p> <p>To say what happened in my investigation.</p>	<p>Set up some simple practical enquiries, comparative and fair tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor</p>	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>