The Spring Partnership Trust

Science Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking Questions	• Ask simple questions and recognise they can be answered in different ways.	• Ask simple questions and recognise they can be answered in different ways including use of scientific language	• Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests	• Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	• Plan different types of scientific enquiries to answer their own or other's questions, including recognising and controlling variables where necessary
Measuring and Recording	• Observe closely, using simple equipment • Perform simple tests • Gather and record data to help in answering questions	• Observe closely, using simple equipment including changes over time • Perform simple comparative test • Communicate ideas, what they find out in a variety of ways • Gather and record data to help in answering questions including from secondary sources of information	• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Gather, record, classify and present data in a variety of ways to help in answering questions	• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Gather, record, classify and present data in a variety of ways to help in answering questions	• 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	• 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 • Group and classify things and recognise patterns

Concluding	• Identify and classify • Use their observations and ideas to suggest answers to questions	• Identify, group and classify • Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns	• Use straightforward scientific evidence to answer questions or to support their findings	• Use straightforward scientific evidence to answer questions or to support their findings	• Identify scientific evidence that has been used to support or refute ideas or arguments • 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 • 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 • Find things out using a wide range of secondary sources
Evaluating			• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	• Use test results to make predictions to set up further comparative and fair tests	• Use test results to make predictions to set up further comparative and fair tests • Describe and evaluate their own and other people's scientific ideas using evidence from a range of sources • Use appropriate scientific language and ideas to explain evaluate and communicate their methods and findings