Science Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning and predicting	*Suggest what might happen and ways to test ideas.*	*With help, suggest some ideas and questions.* *Think about how to collect evidence.* *Suggest what might happen.* *Think about and discuss whether comparisons and tests are fair or unfair.*	*Respond to suggestions. With help put forward ideas about testing.* *Make predictions.* *With help, consider what constitutes a fair test.* *With help plan and carry out a fair test.*	*Recognise why it is important to collect data to answer questions.* *Suggest questions that can be tested.* *Put forward ideas about testing and make predictions.* *With help, consider what constitutes a fair test.*	*Recognise that scientific ideas are based on evidence and creative thinking.* *Make predictions based on scientific knowledge.* *Suggest methods of testing including a fair test.* *Suggest how to collect evidence.* *Select suitable equipment.*	*Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.* *Make predictions based on scientific knowledge and understanding.* *Suggest methods of testing including a fair test and how to collect evidence, ensuring it is sufficient and appropriate.*
Investigating and observing	*Make observations using appropriate senses.* *Explore using the five senses.* *Make simple comparisons and groupings.*	*Make observations and comparisons using simple equipment, following simple instructions.* *Use first-hand experience and, with help, simple information sources to answer questions.*	*Make observations and comparisons.* *Measure length, volume of liquid and time in standard measures using simple measuring equipment.* *Use first-hand experience and simple information sources to answer questions.*	*Make relevant observations and comparisons.* *Make measurements of temperature and time as well as measurements of length.* *Begin to think about why measurements of length should be repeated.* *With help, carry out a fair test recognising and explaining why it is fair.*	*Carry out a fair test explaining why it is fair.* *Understand why observations and measurements need to be repeated.* *Select information from provided sources.*	*Carry out a fair test identifying key factors to be considered.* *Make a variety of relevant observations and measurements using simple apparatus correctly.* *Decide when observations and measurements need to be checked, by repeating, to give more reliable data.* *Select information from a range of sources.*
Recording, analysing and evaluating.	*Communicate findings in simple ways.* *Collect evidence to try to answer a question.*	*Record findings in simple ways including tables.* *Say whether what happened was what was expected and draw simple conclusions.*	*Communicate findings in a variety of ways.* *Say whether what happened was what was expected.* *With help, identify simple patterns and suggest explanations.*	*Explain what the evidence shows in a scientific way and whether it supports predictions.* *Suggest improvements in their work.*	*Communicate findings in a variety of ways.* *Identify simple trends and patterns.* *Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT.* *Identify trends and patterns and offer explanations for these.* *To draw conclusions and communicate them in appropriate scientific language.* *Suggest improvements in their work giving reasons.*	*Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT.* *Identify trends and patterns and results that do not appear to fit the pattern.* *Provide explanations for differences in observations and measurements.* *Draw conclusions and communicate them in appropriate scientific language.* *Make practical suggestions for improving methods in their work giving suggestions.*