



# Leigh and Bransford Primary School



## Progression of Skills

### Science

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Planning and Communication and Sources</b>	<ul style="list-style-type: none"> <li>* Say what they think might happen based on first hand experiences/prior knowledge.</li> <li>* Use simple charts to communicate findings.</li> </ul>	<ul style="list-style-type: none"> <li>* Draw simple pictures. Talk about what they see and do.</li> <li>* Use simple charts to communicate findings. Identify key features ask questions</li> </ul>	<ul style="list-style-type: none"> <li>* Describe their observations using some scientific vocabulary.</li> <li>* Use a range of simple texts to find information.</li> <li>* Suggest how to find things out.</li> <li>* Identify key features. Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>* Use pictures, writing, diagrams and tables as directed by their teacher.</li> <li>* Use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms. Select the appropriate format to record their observations</li> </ul>	<ul style="list-style-type: none"> <li>* Record observations, comparisons and measurements using tables and bar charts.</li> <li>* Begin to plot points to form a simple graph.</li> <li>* Use graphs to point out and interpret patterns in their data.</li> <li>* Select information from a range of sources provided for them</li> </ul>	<ul style="list-style-type: none"> <li>* Record observations. Systematically use appropriate scientific language and conventions to communicate quantitative and qualitative data.</li> <li>* Select a range of appropriate sources of information including books, internet and CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>* Choose scales for graphs which show data and features effectively.</li> <li>* Identify measurements and observations which do not fit into the main pattern.</li> <li>* Begin to explain anomalous data.</li> <li>* Use appropriate ways to communicate quantitative data using scientific language.</li> </ul>
<b>Enquiring and Testing and Obtaining and Presenting Evidence</b>	<ul style="list-style-type: none"> <li>* Children begin to understand that ideas can be tested.</li> <li>* Begin to compare some living things.</li> </ul>	<ul style="list-style-type: none"> <li>* Test ideas suggested to them.</li> <li>* Say what they think will happen and why.</li> <li>* Use first hand experiences to answer questions.</li> <li>* Children compare some living things.</li> </ul>	<ul style="list-style-type: none"> <li>* Use simple equipment provided to aid observation compare objects, living things or events.</li> <li>* Make observations relevant to their task.</li> </ul>	<ul style="list-style-type: none"> <li>* Put forward own ideas about how to find the answers to questions.</li> <li>* Recognise the need to collect data to answer questions.</li> <li>* Carry out a fair test with support.</li> </ul>	<ul style="list-style-type: none"> <li>* With help, pupils begin to realise that scientific ideas are based on evidence.</li> <li>* Show in the way they perform their tasks how to vary one factor while keeping others the same.</li> </ul>	<ul style="list-style-type: none"> <li>* Use previous knowledge and experience combined with experimental evidence to provide scientific explanations.</li> <li>* Recognise the key factors to be considered in</li> </ul>	<ul style="list-style-type: none"> <li>* Describe evidence for a scientific idea.</li> <li>* Use scientific knowledge to identify an approach for an investigation.</li> <li>* Explain how the interpretation leads to new ideas</li> </ul>

			<ul style="list-style-type: none"> <li>* Begin to recognise when a test or comparison is unfair.</li> <li>* Use first hand experiences to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise and explain why it is a fair test with help,</li> <li>* Pupils begin to realise that scientific ideas are based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>* Decide on an appropriate approach in their own investigations to answer questions.</li> <li>* Describe which factors they are varying and which will remain the same and say why</li> </ul>	<p>carrying out a fair test</p>	
<p><b>Observing and Recording</b></p>	<ul style="list-style-type: none"> <li>• Children make observations of animals and plants and look closely at similarities, differences, pattern and change.</li> <li>• Children begin to record their findings in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>* Make observations using appropriate senses.</li> <li>* Record observations.</li> <li>* Communicate observations orally, in drawing, labelling, simple writing and using ICT</li> </ul>	<ul style="list-style-type: none"> <li>* Respond to questions asked by the teacher.</li> <li>* Ask questions.</li> <li>* Collect and record data (supported by the teacher).</li> <li>* Suggest how they could collect data to answer questions.</li> <li>* Begin to select equipment from a limited range.</li> </ul>	<ul style="list-style-type: none"> <li>* Make relevant observations.</li> <li>* Measure using given equipment.</li> <li>* Select equipment from a limited range</li> </ul>	<ul style="list-style-type: none"> <li>* Carry out measurement.</li> <li>* Accurately make a series of observations, comparisons and measurements.</li> <li>* Select and use suitable equipment.</li> <li>* Make a series of observations and measurements adequate for the task</li> </ul>	<ul style="list-style-type: none"> <li>* Make a series of observations, comparisons and measurements with increasing precision.</li> <li>* Select apparatus for a range of tasks.</li> <li>* Plan to use apparatus effectively.</li> <li>* Begin to make repeat observations and measurements systematically.</li> </ul>	<ul style="list-style-type: none"> <li>* Measure quantities with precision using fine - scale divisions.</li> <li>* Select and use information effectively.</li> <li>* Make enough measurements or observations for the required task</li> </ul>
<p><b>Considering Evidence and Evaluating</b></p>	<ul style="list-style-type: none"> <li>• Make simple comparisons and groupings in relation to places, objects, material and living things.</li> <li>• Explain why something occur and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>* Make simple comparisons and groupings.</li> <li>* Say what has happened.</li> <li>* Say whether what has happened was what they expected.</li> </ul>	<ul style="list-style-type: none"> <li>* Say what has happened.</li> <li>* Say what their observations show and whether it was what they expected.</li> <li>* Begin to draw simple conclusions and explain what they did.</li> <li>* Begin to suggest improvements in their work.</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to offer explanations for what they see and communicate in a scientific way what they have found out.</li> <li>* Begin to identify patterns in recorded measurements.</li> <li>* Suggest improvements in their work evaluate their findings.</li> </ul>	<ul style="list-style-type: none"> <li>* Predict outcomes using previous experience and knowledge and compare with actual results.</li> <li>* Begin to relate their conclusions to scientific knowledge and understanding.</li> <li>* Suggest improvements in their work, giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>* Make predictions based on their scientific knowledge and understanding.</li> <li>* Draw conclusions that are consistent with the evidence.</li> <li>* Relate evidence to scientific knowledge and understanding.</li> <li>* Offer simple explanations for any differences in their results.</li> </ul>	<ul style="list-style-type: none"> <li>* Make reasoned suggestions on how to improve working methods.</li> <li>* Show how interpretation of evidence leads to new ideas.</li> <li>* Explain conclusions, showing understanding of scientific ideas.</li> </ul>

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