

SKILLS PROGRESSION GRID

SCIENCE

YEAR	UNIT					
	1	2	3	4	5	6
1	4: identify and classify - compare living things by simple features and decide how to sort and group them 5: use observations and ideas to suggest answers to questions - experience different types of scientific enquiries, including practical activities		2: observe closely, using simple equipment - begin to use simple scientific language	1: ask simple questions and recognise that they can be answered in different ways - use simple secondary sources to find answers	3: perform simple tests - with guidance, begin to notice patterns and relationships.	6: gather and record data to help in answering questions. - record and communicate findings in a range of ways
2	5: use observations and ideas to suggest answers to questions - use simple secondary sources to find answers. 6: gather and record data to help in answering questions. - talk about what they have found out and how they found it out.		1: ask simple questions and recognise that they can be answered in different ways - with guidance, they should begin to notice patterns and relationships.	4: identifying and classifying - with help, they should record and communicate their findings in a range of ways	2: observe closely, using simple equipment - use simple measurements and equipment to gather data, carry out simple tests and record data	3: perform simple tests - begin to use simple scientific language - experience different types of scientific enquiries, including practical activities
3	3: Make systematic and careful observations. 5: Record findings using labelled diagrams. 7: Using results to draw simple conclusions, suggest improvements and raise further questions	1: Ask relevant questions and using different types of scientific enquiries to answer them 5: Record findings using Labelled diagrams. 8: Identifying differences, similarities or changes related to simple scientific ideas and processes	4: Gather and record data 6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	2: Set up simple practical enquiries, comparative and fair tests 3: Take accurate measurements using standard units, using a range of equipment 5: Record findings using bar charts, and tables	2: Set up simple and practical enquiries. 5: Record findings using labelled diagrams. 7: Make predictions for new values 9: Use straightforward scientific evidence to answer questions or to support findings.	3: Make systematic and careful observations. 5: Record findings using labelled diagrams. 7: Using results to draw simple conclusions, suggest improvements and raise further questions
4	3: take accurate measurements including data loggers 5: Record findings using simple scientific language and diagrams. 6: Report on findings from enquiries, including displays or presentations of results and conclusions	4: Gather, record and presenting data in a variety of ways to help in answering questions 7: Make predictions for new values, suggest improvements and raise further questions 9: Use straightforward scientific evidence to answer questions or to support their findings.	1: Ask relevant questions and use different types of scientific enquiries to answer them 4: Classify data in a variety of ways to help in answering questions 5: Record findings using drawings. 7: Use results to draw simple conclusions 8: Identify differences, similarities related to simple scientific ideas and processes.	3: Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment 5: Record findings using keys, bar charts, and tables	2: Set up simple practical enquiries 2: Set up fair tests. 6: Report on findings from enquiries, including oral and written explanations	

5	<p>1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>4: use test results to make predictions to set up further comparative and fair tests</p>	<p>2: take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>5: report and present findings from enquiries, including causal relationships in written forms</p>	<p>3: record data and results of increasing complexity using classification keys, tables</p> <p>6: identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>5: report and present findings from enquiries, including conclusions, in written forms such as presentations</p>	<p>3: record data and results of increasing complexity using line graphs</p> <p>6: identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>3: record data and results of increasing complexity using scientific diagrams and labels</p>	<p>1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>2: take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>
6		<p>6: identify scientific evidence used to support or refute ideas or arguments.</p> <p>5: report and present findings from enquiries, including conclusions and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>4: use test results to make predictions to set up further comparative and fair tests</p>	<p>1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>2: take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>2: take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>3: record data and results of increasing complexity using tables</p>	<p>3: record data and results of increasing complexity using scientific diagrams and labels</p> <p>6: identify scientific evidence that has been used to support or refute ideas or arguments.</p>