

**NORTH HEATH COMMUNITY PRIMARY SCHOOL**  
**Science – Progression of individual skills**

**To work scientifically**

**EYFS**

<b>EYFS</b>	Make comments and ask questions about aspects of their familiar world. Such as the place they live and the natural world.
	To talk about some of the things they have observed and know similarities and differences between the natural world around them and contrasting environments.
	Use observations to make simple predictions.
	Look closely at and understand some important processes and changes in the natural world around them.
	Use all their senses in hands on exploration.
	Explore how things work.

**Asking questions and carrying out fair and comparative tests**

<b>Year 1 / 2</b>	Ask simple questions about how and why things happen.
	Perform simple tests.
	Use observations and ideas to suggest answers to questions.
	Begin to recognise different ways in which they might answer scientific questions.
	Carry out simple practical tests, using simple equipment.
	Talk about the aim of scientific tests they are working on.

<b>Year 3 / 4</b>	Begin to raise their own, relevant questions in response to a range of scientific experiences.
	Start to make independent decisions about the most appropriate type of scientific enquiry needed to answer a question.
	Recognise when a fair test is necessary.
	Contribute to class and group discussions about how to set up a fair test, including what observations to make, how long to make them for and equipment that may be needed.
	Set up simple practical enquiries and comparative and fair tests.

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	Begin to raise their own, relevant questions in response to a range of scientific experiences.
	Start to make independent decisions about the most appropriate type of scientific enquiry needed to answer a question.
	Recognise when a fair test is necessary.
<b>Year 5 / 6</b>	Independently raise their own relevant questions about the world around them, as well as from scientific experiences.
	With increasing independence, make decisions about the most appropriate type of scientific enquiry they might use to answer questions.
	Talk and explore their ideas, raising different kinds of questions about scientific phenomena.
	Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions
	Plan enquiries, including recognising and controlling variables where necessary.
	Use test results to make predictions to set up further comparative and fair tests.

**Observing and measuring changes**

<b>Year 1/2</b>	Observe the natural and constructed world.
	Observe changes over time.
	Use simple equipment to make measurements.
<b>Year 3/4</b>	Develop independence in making systematic and careful observations.
	Observe scientific changes over time.
	Use a range of equipment, including thermometers and data loggers.
	Begin to ask their own questions linked to scientific observations.
	Make accurate measurements using standard units of measure and a range of equipment.
<b>Year 5 / 6</b>	Take measurement using a range of scientific equipment with increasing accuracy in precision.
	Choose the most appropriate equipment to take measurements and explain how to use it accurately.
	Make careful and focused observations.
	Understand the importance of taking repeat readings and take repeat reading where appropriate.

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**Identifying, classifying, recording and presenting data**

<b>Year 1/2</b>	Identify and classify objects into simple groups with support.
	Compare objects, materials and living things using their features.
	Sort, group, gather, record, communicate data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables with support.
<b>Year 3/4</b>	Gather and record data in a variety of ways to help answering questions.
	Classify and present data in a variety of ways to help answer questions.
	Record findings using simple scientific drawings, labelled diagrams, bar charts and tables.
	Use and read scientific vocabulary correctly.
<b>Year 5 / 6</b>	Independently group classify and describe living things and materials.
	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar graphs, line graphs and scatter graphs.
	Decide how to record data from a choice of familiar approaches.

**Drawing conclusions, noticing patterns and presenting findings**

<b>Year 1/2</b>	Notice links between cause and effect with support.
	Begin to notice patterns and relationships with support.
	Begin to draw simple conclusions.
	Use simple scientific language.
	Read and spell scientific vocabulary at a KS1 level.
	Talk about their findings to a variety of audiences in a variety of ways.
<b>Year 3 / 4</b>	Begin to make logical predictions based on prior knowledge.
	Use results to draw simple conclusions.
	Suggest improvements, new questions and predictions for setting up further tests.

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	Discuss and write about findings from enquiries presented in a variety of ways.
	Report and present their results to others in written and oral forms with increasing confidence.
<b>Year 5 / 6</b>	Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions.
	Draw conclusions based in their data and observations.
	Use their scientific knowledge and understanding to explain their findings.
	Read, spell and pronounce scientific vocabulary correctly.
	Discuss the degree of trust they can have in set of results.

**Using scientific evidence and secondary sources of information**

<b>Year 1/2</b>	Use simple secondary sources to find answers.
<b>Year 3 / 4</b>	Make links between their own scientific results and other scientific evidence.
	Use straightforward, scientific evidence to answer questions or to support their findings.
	Identify differences, similarities or changes related to simple, scientific ideas and processes.
	Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
<b>Year 5 / 6</b>	Use primary and secondary sources evidence to justify ideas.
	Identify evidence that refutes or supports their scientific ideas.
	Begin to separate opinion from fact using secondary sources to research ideas.
	Discuss, communicate and justify their scientific ideas using relevant scientific language and diagrams.
	Talk about how scientific ideas have developed over time.