

Clebury Mortimer Primary School – Skills Progression

Science

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigative skills	<p>To ask simple questions when exploring a range of scientific materials and settings.</p> <p>To use senses to investigate similarities and differences between objects.</p> <p>To talk about the features of their environment and how environments change from one another.</p> <p>To make observations of animals and plants and explain changes.</p>	<p>With support, turn own ideas into investigations- can do this as a class/ pairs if guided.</p> <p>To make a prediction for an investigation, with support.</p> <p>To use simple equipment that is provided for the investigation.</p> <p>To make observations in response to prompts, and record with guidance using a given chart.</p> <p>To record results of investigations using non-standard units.</p>	<p>To turn own ideas into an investigation, making a simple hypothesis to support theories.</p> <p>To begin to recognise whether a test is fair or not.</p> <p>Record observations using a given template.</p> <p>Use simple equipment provided.</p> <p>To begin to use standard units for recording- for example CM, M, G, KG etc.</p> <p>To record results using a given template e.g table/ bar chart.</p>	<p>To use ‘what we already know’ to make a hypothesis for an investigation.</p> <p>To recognise whether a test is fair or not.</p> <p>With support, carry out an investigation, explaining whether it is fair or not and why.</p> <p>Choose equipment appropriate for the investigation from a given selection.</p> <p>Record observations in simple tables and begin to discuss trends and patterns within results.</p> <p>Record observations in a variety of ways.</p> <p>Make accurate measurements.</p> <p>Use a range of equipment with accuracy and understanding.</p> <p>Use appropriate bar charts, graphs and conclusions to present results.</p> <p>Use evidence to prove or disprove predictions, with reasons why.</p>	<p>To use prior knowledge to make a prediction, giving reasons for choices.</p> <p>To recognise whether a test is fair or not, and give reasons as to why.</p> <p>To choose appropriate equipment needed for experiment and use it with precision.</p> <p>To record observations accurately, using standard measurements and a range of methods.</p> <p>To record observations in a variety of ways, discussing abnormalities as they occur.</p> <p>Present observations and measurements clearly.</p> <p>To use appropriate bar charts, graphs and tables to present results. Within this, begin to plot simple points on a graph.</p>	<p>To make independent predictions for an investigation, justifying reasons.</p> <p>To plan to use different types of scientific enquiry to answer questions, including control variables where necessary.</p> <p>To select measuring instruments independently. To use these with precision and care.</p> <p>Decide on an appropriate approach for an enquiry.</p> <p>Explain within a fair test, why only one factor should be changed.</p> <p>To ask questions that could then lead onto another enquiry.</p> <p>To decide within a group, what evidence needs to be collected from the investigation.</p> <p>To plot points on a simple graph, as a way of recording results- such as bar charts and line graphs.</p> <p>Recognise the need to repeat observations and measurements.</p>	<p>To make independent predictions for an investigation, using subject knowledge to support ideas.</p> <p>To plan to use a wide range of scientific enquiries to answer key questions. To understand how to use variables to alter an investigation accordingly.</p> <p>To select measuring instruments independently. To use these with increasing accuracy and precision.</p> <p>To use equipment to be able to take repeat readings and observations.</p> <p>To record data and results of increasing complexity using scientific diagrams such as bar charts, scatter diagrams, pie charts and line graphs.</p> <p>To discuss findings of investigations within a small group and explain reasons.</p> <p>To be able to interpret findings independently.</p> <p>To report and present findings using a range of scientific methods- bar charts, tables, diagrams, explanations and presentations.</p> <p>To identify scientific evidence that has been used to support or refute ideas.</p>