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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | KS1 | | Lower KS2 | | Upper KS2 | |
| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Working Scientifically | **Plan** | Planning | * ask simple questions and recognise that they can be answered in different ways. | | * Setting up simple practical enquiries, comparative and fair tests. * Asking relevant questions and using different types of scientific enquiries to answer them. | | Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  . | |
| **Do** | Observing/obtaining evidence | * Observing closely, using simple equipment. * Performing simple tests. * Identifying and classifying. | | * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. | | * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. | |
| Recording | * Gathering and recording data to help in answering questions. | | * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. | | * Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | |
| **Review** | Concluding | * Using their observations and ideas to suggest answers to questions. | | * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Identifying differences, similarities or changes related to simple scientific ideas and processes. * Using straightforward scientific evidence to answer questions or to support their findings. | | * Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. | |
| Evaluating |  | | * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | | * Using test results to make predictions to set up further comparative and fair tests. * Identifying scientific evidence that has been used to support or refute ideas or arguments. | |

**St John the Baptist RC Primary School – Science Progression of Skills/Working Scientifically.**