



Badbury Park Primary School Science Skill Progression also see Forest School

Year 1	Research	Planning An Investigation	Thinking Scientifically	Working Critically With Evidence (Conclusion)	Communicating And Collaborating
	-Use simple texts with help, to find information.	-Ask simple questions and recognise that they can be answered in different ways. -Talk about what we are going to: look/listen for - Use simple equipment to observe closely - look closely, using equipment. -Ask questions: What do you think will happen to... -Model what equipment/information is needed to find things out -Perform simple tests.	-Use senses and simple equipment to describe what is around us -Tell our friends what things are like using our senses -Identify and classify.	-Notice patterns and relationships: We notice... happen/change when...	-Talk about what we found out and use tables etc. from our teacher to help us record what we find out -Gather and record data to help in answering questions. -Use his/her observations and ideas to suggest answers to questions
Year 2	Research	Planning An Investigation	Thinking Scientifically	Working Critically With Evidence (Conclusion)	Communicating And Collaborating
	-Use simple texts with help, to find information.	-Ask simple questions and recognise that they can be answered in different ways. -Talk about what we are going to: look/listen for - Use simple equipment to observe closely - look closely, using equipment. -Ask questions: What do you think will happen to...	-Use senses and simple equipment to describe what is around us -Tell our friends what things are like using our senses -Identify and classify.	-Notice patterns and relationships: We notice... happen/change when...	-Talk about what we found out and use tables etc. from our teacher to help us record what we find out -Gather and record data to help in answering questions. -Use his/her observations and ideas to suggest answers to questions



		-Model what equipment/information is needed to find things out -Perform simple tests.			
Year 3	Research	Planning An Investigation	Thinking Scientifically	Working Critically With Evidence (Conclusion)	Communicating And Collaborating
	-Begin to use texts by themselves to find out information.	-Ask questions and use different types of scientific enquiries to answer them. -Decide what we are going to: listen/look for and measure -Talk about (or list) the variables that will affect what we are observing or measuring. -Set up simple practical enquiries, comparative and fair tests. -Make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.	-Make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help with answering questions.	-Explain differences, similarities or changes related to simple scientific ideas and processes. -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	-Make decision about how to record (using simple scientific language) -Show you what we have found out using notes, simple tables, labelled diagrams, drawings, bar charts (using standard units) -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. -Use our records to explain our findings through talk, displays or writing -Use straightforward scientific evidence to answer questions or to support my findings.
Year 4	Research	Planning An Investigation	Thinking Scientifically	Working Critically With Evidence (Conclusion)	Communicating And Collaborating
	-Use texts independently to find information.	-Ask relevant questions and use different types of	-Make systematic and careful observations, and take accurate	-Identify differences, similarities or changes	-Record findings using simple scientific language, drawings, labelled



		<p>scientific enquiries to answer them.</p> <ul style="list-style-type: none">-Set up practical enquiries, comparative and fair tests.-Make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	<p>measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <ul style="list-style-type: none">-Gather, record, classify and present data in a variety of ways to help with answering questions.	<p>related to scientific ideas and processes.</p> <ul style="list-style-type: none">-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	<p>diagrams, keys, bar charts, and tables.</p> <ul style="list-style-type: none">-Use scientific evidence to answer questions or to support my findings.
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Year 5	Research	Planning An Investigation	Thinking Scientifically	Working Critically With Evidence (Conclusion)	Communicating And Collaborating
	<ul style="list-style-type: none"> - Select information from a range of sources. 	<ul style="list-style-type: none"> -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -Ask our own scientific questions -Make our own decisions about the type of enquiry to carry out. -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. 	<ul style="list-style-type: none"> -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -Use a classification key -Use a data base (record cards, computers etc.) to describe and classify living things and materials. 	<ul style="list-style-type: none"> -Use test results to make predictions to set up further comparative and fair tests. -Suggest improvements to our method and say why. 	<ul style="list-style-type: none"> -Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -Talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is. -Use or record to explain the relationship between variables (er...er...rule). -Present our findings to an audience using displays, written text and power point etc. -Describe using a model.
Year 6	Research	Planning An Investigation	Thinking Scientifically	Working Critically With Evidence (Conclusion)	Communicating And Collaborating
	<ul style="list-style-type: none"> -Select information from a range of sources. 	<ul style="list-style-type: none"> -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -Ask our own scientific questions 	<ul style="list-style-type: none"> -Take accurate measurements, using a range of scientific equipment, taking repeat readings when appropriate -Use a classification key -Use a data base (record cards, computers etc.) to 	<ul style="list-style-type: none"> -From the data in our graph/table we found out the relationships between X and Y (e.g. the er...er...rule: the faster the X the slower the Y) 	<ul style="list-style-type: none"> -Record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -Choose the best way to record data including



		<ul style="list-style-type: none"> -Make our own decisions about the type of enquiry to carry out. -Decide the most appropriate observations and measurement to take and how long to take them for. -Decide which variable to change and which variables to keep the same. -Take accurate measurements, using a range of scientific equipment, taking repeat readings when appropriate 	describe and classify living things and materials.	<ul style="list-style-type: none"> -Suggest improvements to our method and say why. -Use test results to make predictions to set up further comparative and fair tests. 	<ul style="list-style-type: none"> scientific diagrams and labels, classification keys, tables, bar and line graphs and models -Report and present 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. -Identify scientific evidence that has been used to support or refute ideas or arguments.
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