



Science Skills of Progression Map 24-25



Working Scientifically

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	-Listen and respond to what they hear.	-Listen attentively and respond to what they hear with relevant questions.	-Ask simple questions and recognising that they can be answered in different ways.	-Ask simple questions and recognising that they can be answered in different ways.	-Ask relevant questions, using a range of scientific enquiries to answer them. -Use straightforward scientific evidence to answer questions or support findings.	-Ask relevant questions, using a range of scientific enquiries to answer them. -Use straightforward scientific evidence to answer questions or support findings.	-Plan a range of scientific enquiries to answer questions, recognising and controlling variables where necessary.	-Plan a range of scientific enquiries to answer questions, recognising and controlling variables where necessary.
Observing	-Explore the natural world around them, making observations.	-Explore the natural world around them, making observations	-Observe closely using simple equipment.	-Observe closely using simple equipment.	-Make systematic, careful observations, taking accurate measurements. -Use a range of equipment, including thermometers and data loggers.	-Make systematic, careful observations, taking accurate measurements. -Use a range of equipment, including thermometers and data loggers.	-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.



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Experimenting	<ul style="list-style-type: none"> - Show an ability to follow instructions. - Be confident to try new activities. - Use a range of small tools. 	<ul style="list-style-type: none"> - Show an ability to follow instructions involving several ideas or actions. - Be confident to try new activities. - Use a range of small tools. 	- Perform simple tests.	- Perform simple tests.	- Set up simple practical enquiries, comparative and fair tests.	- Set up simple practical enquiries, comparative and fair tests.	- Use test results to make predictions to set up further comparative and fair tests.	- Use test results to make predictions to set up further comparative and fair tests.
Classifying			- Identify and classify.	- Identify and classify.	- Gather, record, classify and presenting data in a variety of ways to help in answering questions.	- Gather, record, classify and presenting data in a variety of ways to help in answering questions.	- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Applying	- Participate in discussions, offering their own ideas.	- Participate in discussions, offering their own ideas, using recently introduced vocabulary.	- Use observations and ideas to suggest answers to questions.	- Use observations and ideas to suggest answers to questions.	<ul style="list-style-type: none"> - Use results to draw simple conclusions, make prediction, suggest improvements raise further questions. - Identify differences, similarities or 	<ul style="list-style-type: none"> - Use results to draw simple conclusions, make prediction, suggest improvements raise further questions. - Identify differences, similarities or 	- Identify scientific evidence that has been used to support or refute ideas or arguments.	- Identify scientific evidence that has been used to support or refute ideas or arguments.



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					changes related to scientific ideas processes.	changes related to scientific ideas processes.		
Record	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Express their ideas and feelings about their experiences.</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Offer explanations for why things might happen, express their ideas and feelings about their experiences, know some similarities and differences and draw on their experiences.</p>	<p>-Gather and record data to help in answering questions.</p>	<p>-Gather and record data to help in answering questions.</p>	<p>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>-Report on findings from enquiries, oral and written explanations, displays or presentations of results and conclusions.</p>	<p>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>-Report on findings from enquiries, oral and written explanations, displays or presentations of results and conclusions.</p>	<p>-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.</p>	<p>-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.</p>