

Birkwood Primary School Science Skills Progression 2019/20

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, communication and sources	<p>To draw simple pictures</p> <p>To Talk about what they see and do</p> <p>To use simple charts to communicate findings</p> <p>To identify key features</p> <p>To ask questions</p>	<p>To describe their observations using some scientific vocabulary</p> <p>To use a range of simple texts to find information</p> <p>To suggest how to find things out</p> <p>To identify key features</p> <p>To ask questions</p>	<p>To use pictures, writing, diagrams, and tables as directed by their teacher</p> <p>To use simple text, directed by the teacher, to find information</p> <p>To record their observations in written, pictorial and diagrammatic forms</p> <p>To select the appropriate format to record their observations</p>	<p>To record observations, comparisons and measurements using tables and bar charts</p> <p>To begin to plot points to form a simple graph</p> <p>To use graphs to point out and interpret patterns in their data</p> <p>To select information from a range of sources provided for them</p>	<p>To record observations systematically</p> <p>To use appropriate scientific language and conventions to communicate quantitative data.</p> <p>To select a range of appropriate sources of information including books and the internet</p>	<p>To choose scales for graphs which show data and features effectively</p> <p>To identify measurements and observations which do not fit into the mains pattern</p> <p>To begin to explain anomalous data</p> <p>To use appropriate ways to communicate quantitative data using scientific language</p>
Enquiring, testing, obtaining and evidence	<p>To test ideas suggested to them</p> <p>To say what they think will happen</p> <p>To use first hand experiences to answer questions</p> <p>To begin to compare some living things</p>	<p>To use simple equipment provided to aid observation</p> <p>To compare objects, living things or events</p> <p>To make observations relevant to their task</p> <p>To begin to recognise when a test or comparison is unfair</p> <p>To use first hand experiences to answer questions</p>	<p>To put forward own ideas about how to find the answers to questions</p> <p>To recognise the need to collect data to answer questions</p> <p>To carry out a fair test with support</p> <p>To recognise and explain why it is a fair test</p> <p>To begin to realise that scientific ideas are based on evidence</p>	<p>To begin to realise that scientific ideas are based on evidence</p> <p>To show the effects of varying one factor whilst keeping others the same</p> <p>To decide on an appropriate approach in their own investigations to answer questions</p> <p>To describe which factors they are varying and which varying factors will remains the same and say why</p>	<p>To use previous knowledge and experience combined with experimental evidence to provide scientific explanations</p> <p>To recognise the key factors to be considered in carrying out a fair test</p>	<p>To describe evidence for a scientific idea</p> <p>To use scientific knowledge to identify an approach for an investigation</p> <p>To explain how their interpretation leads to new ideas</p>
Observing and recording	<p>To make observations using appropriate senses</p> <p>To record Observation</p>	<p>To respond to questions asked by the teacher</p> <p>To ask questions</p> <p>To collect and record</p>	<p>To make relevant observations</p> <p>To measure using given equipment</p>	<p>To carry out measurements accurately</p> <p>To make observations, comparisons and</p>	<p>To make a series of observations, comparisons and measurements with increasing precision</p>	<p>To measure quantities with precision</p> <p>To select and use information effectively</p>

	To communicate observations orally, in drawing, labelling, simple writing and using ICT	<p>data with support</p> <p>To suggest how they could collect data to answer questions</p> <p>To begin to select equipment from a limited range</p>	To select equipment from a limited range	<p>measurements</p> <p>To select and use suitable equipment</p> <p>To make a series of observations and measurements adequate for the task</p>	<p>To select apparatus for a range of tasks</p> <p>To plan to use apparatus effectively</p> <p>To begin to make repeated observations and measurements systematically</p>	To make enough measurements for observations for the required task
Considering evidence and evaluating	<p>To make simple comparisons and groupings</p> <p>To say what has happened</p> <p>To say whether what has happened was what they expected</p>	<p>To say what has happened</p> <p>To say what their observations show and whether it was what they expected</p> <p>To begin to draw simple conclusions and explain what has happened</p> <p>To begin to suggest improvements in their work</p>	<p>To begin to offer explanations for what they see and communicate in a scientific way what they have found out</p> <p>To begin to identify patterns in recorded measurements</p> <p>To suggest improvements in their work</p> <p>To evaluate their findings</p>	<p>To predict outcomes using previous experiences and knowledge and compare with actual results</p> <p>To begin to relate their conclusions to scientific knowledge and understanding</p> <p>To suggest improvements in their work, giving reasons</p>	<p>To make predictions based on their scientific knowledge and understanding</p> <p>To draw conclusions that are consistent with the evidence</p> <p>To relate evidence to scientific knowledge and understanding</p> <p>To offer simple explanations for any differences in their results</p> <p>To make practical suggestions about how their working methods could be improved</p>	<p>To make reasoned suggestions on how to improve working methods</p> <p>To show how interpretation of evidence leads to new ideas</p> <p>To explain conclusions, showing understanding of scientific ideas</p>

