

St Martin's Primary School Science Curriculum Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Testing	Perform simple tests. Know whether the test has been successful and can say what has been learned.	Perform simple comparative and fair tests.	Set up simple practical enquiries, comparative and fair tests.	Set up simple practical enquiries, comparative and fair tests.	Set up an investigation when it is appropriate. Set up a fair test when needed. Set up an enquiry based investigation. Know what variables are in a given enquiry and can isolate each one when investigating.	Know which type of investigation is needed to suit a particular scientific enquiry. Set up a fair test when needed. Know how to set up an enquiry based investigation.
Scientific questioning	Ask simple questions and recognise that they can be answered in different ways.	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.	Ask relevant questions and use different types of scientific enquiries to answer them.	Ask relevant questions and use different types of scientific enquiries to answer them.	Plan different types of scientific enquires to answer given questions.	Plan different types of scientific enquiries to answer their own or others' questions.
Measuring	Use simple equipment to observe closely.	Use simple equipment such as thermometers and rain gauges to observe closely changes over time.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using 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 (Y6 focus including capacity, mass, ratio and proportion).

Gathering and recording	Gather and record data to help in answering questions.	Gather and record data to help in answering questions including from secondary sources of information using drawings, labelled diagrams, block graphs or tables.	Gather, record, classify and present data in a variety of ways to help in answering questions drawings, labelled diagrams, keys and child constructed bar charts and tables.	Gather, record, classify and present data in a variety of ways to help in answering questions drawings, labelled diagrams, keys and child constructed bar charts and tables.	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.
Communicating Findings	Make a simple written explanation about what has been learned from an investigation or what conclusions have been found.	Communicate their ideas, what they do and what they find out in a variety of ways e.g. simple written reports or write ups.	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	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.	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.
Classifying	Identify and classify.	Identify, group and classify according to a given criteria.	Group information according to common factors.	Group information according to common factors e.g. materials that make good conductors or insulators.	Group and classify things and recognise patterns using appropriate ways of presenting.	Group and classify things and recognise patterns using appropriate ways of presenting.
Scientific research			Use research to find out a range of things.	Use research to find out a range of things.	Find things out using a wide range of secondary sources of information.	Find things out using a wide range of secondary sources of information.
Concluding and questioning		Use their observations and ideas to suggest answers to questions noticing similarities,	Use results to draw simple conclusions, make predictions for new values, suggest improvements and	Use results to draw simple conclusions, make predictions for new values, suggest improvements and	Use results to draw conclusions. Is evaluative when explaining findings from scientific	Use results to draw conclusions. Is evaluative when explaining findings from scientific

		differences and patterns.	raise further questions.	raise further questions.	enquiries and is clear about what has happened in recent enquiries and can relate this to other enquiries where appropriate.	enquiries and is clear about what has happened in recent enquiries and can relate this to other enquiries where appropriate.
Using scientific evidence			Use straightforward scientific evidence to answer questions or to support their findings.	Use straightforward scientific evidence to answer questions or to support their findings.	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.