

<u>Skills</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> </ul>		<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> </ul>		<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>	
<b>Planning</b>	<ul style="list-style-type: none"> <li>performing simple tests</li> </ul>		<ul style="list-style-type: none"> <li>setting up simple practical enquiries, comparative and fair tests</li> </ul>			
<b>Measuring</b>	<ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> </ul>		<ul style="list-style-type: none"> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>		<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>	
<b>Recording</b>	<ul style="list-style-type: none"> <li>gathering and recording data to help in answering questions.</li> <li>identifying and classifying</li> </ul>		<ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>			<ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> </ul>
<b>Presenting</b>			<ul style="list-style-type: none"> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>		<ul style="list-style-type: none"> <li>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</li> </ul>	
<b>Concluding</b>	<ul style="list-style-type: none"> <li>using their observations and ideas to suggest answers to questions</li> </ul>		<ul style="list-style-type: none"> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>			
<b>Evaluating</b>			<ul style="list-style-type: none"> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		<ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	



Science Progression  
Whole School  
Knowledge

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