



Welbeck Primary School

EYFS Science Skills Progression

| <u>Nursery</u> | <u>Reception</u> |
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| <ul style="list-style-type: none"> • I can comment and ask questions about aspects of the natural world. • I can talk about some of the things I have observed such as plants, animals, natural and found objects. • I can talk about why things happen and how things work. • I will develop an understanding of growth, decay and changes over time. | <ul style="list-style-type: none"> • I can talk about similarities and differences in relation to objects, materials and living things. • I can make observations of animals and plants and explain why some things occur. • I can talk about changes. |

Key Stage 1 Enquiry Science Skills Progression

| | Ideas and evidence in Science | Investigative skills- planning | Obtaining and presenting evidence | Considering evidence and evaluating |
|---------------|--|---|---|---|
| Year 1 | <ul style="list-style-type: none"> • I can collect evidence to try to answer a question • I can ask simple questions and understand that they can be answered in different ways. | <ul style="list-style-type: none"> • I can test ideas suggested and say what I think will happen | <ul style="list-style-type: none"> • I can make observations using appropriate senses • I can make some measurements of length using standard and non-standard measures • I can present some findings in simple tables and block graphs | <ul style="list-style-type: none"> • I can make simple comparisons and groupings that relate to differences and similarities between living things and objects • I can say what my observations show, and whether it was what I expected; • I can draw simple conclusions and explain what I did |
| Year 2 | <ul style="list-style-type: none"> • I can collect evidence to try to answer a question • I can ask simple questions and understand that they can be answered in different ways. | <ul style="list-style-type: none"> • I can test ideas suggested to me • I can say what I think might happen • I can think about and discuss whether comparisons and tests are fair or unfair | <ul style="list-style-type: none"> • I can make observations • I can make measurements of length in standard and non-standard measures • I can make records of observations; and can present my results in tables, drawings and block graphs | <ul style="list-style-type: none"> • I can make simple comparisons, identifying similarities and differences between living things, objects and events • I can say what my results show; • I can say whether my predictions were supported • In some cases to use knowledge to explain what was found out and to draw conclusions • I can explain what I did |

Lower Key Stage 2 Science Skills Progression

| | Ideas and evidence in Science | Investigative skills- planning | Obtaining and presenting evidence | Considering evidence and evaluating |
|---------------|---|--|--|--|
| Year 3 | <ul style="list-style-type: none"> I can collect evidence in a variety of contexts to try to answer a question or test an idea | <ul style="list-style-type: none"> In a variety of contexts; I can suggest questions and ideas and how to test them; I can make predictions about what will happen; I can think about how to collect sufficient evidence in some contexts; I can consider what makes a test unfair or evidence sufficient and, with help, plan fair tests | <ul style="list-style-type: none"> I can set up simple practical enquiries, comparative and fair tests I can make observations and comparisons; I can measure length, volume of liquid and time in standard measures using simple measuring equipment effectively I can present results in drawings, bar charts and tables | <ul style="list-style-type: none"> I can draw conclusions from results and begin to use scientific knowledge to suggest explanations for them; I can make generalisations and begin to identify simple patterns in results presented in tables |
| Year 4 | <ul style="list-style-type: none"> I can collect evidence in a variety of contexts to test an idea or prediction based on their scientific knowledge and understanding | <ul style="list-style-type: none"> I can suggest questions that can be tested and make predictions about what will happen, some of which are based on scientific knowledge; I can design a fair test or plan how to collect sufficient evidence; in some contexts, I can choose what apparatus to use and what to measure I can begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. | <ul style="list-style-type: none"> I can set up simple practical enquiries, comparative and fair tests I can make observations and comparisons of relevant features in a variety of contexts; I can make measurements of temperature, time and force as well as measurements of length; I can begin to think about why measurements of length should be repeated I can present results in bar charts and tables | <ul style="list-style-type: none"> I can identify simple trends and patterns in results presented in tables, charts and graphs and to suggest explanations for some of these; I can explain what the evidence shows and whether it supports any prediction made; I can link the evidence to scientific knowledge and understanding in some contexts I can identify differences, similarities or changes related to simple scientific ideas and processes |



Upper Key Stage 2 Science Skills Progression

| | Ideas and evidence in Science | Investigative skills- planning | Obtaining and presenting evidence | Considering evidence and evaluating |
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| Year 5 | <ul style="list-style-type: none"> I can consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena | <ul style="list-style-type: none"> I can make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; I can use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; including recognising and controlling variables where necessary I can identify factors that need to be taken into consideration in different contexts | <ul style="list-style-type: none"> I can make relevant observations; I can consolidate measurement of volume, temperature, time and length; I can measure pulse rate; I can think about why observations and measurements should be repeated; I can present results in bar charts and line graphs | <ul style="list-style-type: none"> I can decide whether results support any prediction; to begin to evaluate repeated results; I can recognise and make predictions from patterns in data and suggest explanations for these using scientific knowledge and understanding; I can interpret data and think about whether it is sufficient to draw conclusions; I can draw conclusions indicating whether these match any prediction made I can 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 I can use my results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research my ideas and begin to separate opinion from fact. |
| Year 6 | <ul style="list-style-type: none"> I can consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena | <ul style="list-style-type: none"> I can decide how to turn ideas into a form that can be tested and, where appropriate, to make predictions using scientific knowledge and understanding; I can identify factors that are relevant to a particular situation; planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I can choose what evidence to collect to investigate a question, ensuring the evidence is sufficient; I can choose what equipment to use | <ul style="list-style-type: none"> I can make a variety of relevant observations and measurements using simple apparatus correctly; to decide when observations and measurements need to be checked, by repeating, to give more reliable data; I can use tables, bar charts and line graphs to present results | <ul style="list-style-type: none"> I can make comparisons; to evaluate repeated results; I can identify patterns in results and results that do not appear to fit the pattern; I can use results to draw conclusions and to make further predictions; I can suggest and evaluate explanations for these predictions using scientific knowledge and understanding; I can say whether the evidence supports any explanations of and degree of trust in results, in oral and written forms such as displays and other presentations I can identify scientific evidence that has been used to support or refute ideas or arguments. I can use my results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research my ideas and begin to separate opinion from fact. I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and should talk about how scientific ideas have developed over time. |