



Broad - Balanced-Enriching

Science Curriculum Map—Skills Progression

Progression in Working Scientifically

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Beginning to ask simple questions & recognise that they can be answered in different ways	1. Asking simple questions & recognising that they can be answered in different ways	1. Beginning to ask relevant questions & use different types of scientific enquiries to answer them	1. Asking relevant questions & using different types of scientific enquiries to answer them	1. Beginning to plan different types of scientific enquiries to answer questions, including recognising & controlling variables where necessary	1. Planning different types of scientific enquiries to answer questions, including recognising & controlling variables where necessary
2. Beginning to observe closely, using simple equipment	2. Observing closely, using simple equipment	2. Beginning to set up simple practical enquiries to answer them	2. Setting up simple practical enquiries to answer them	2. Beginning to take measurements, using a range of scientific equipment, with increasing accuracy & precision	2. Taking measurements, using a range of scientific equipment, with increasing accuracy & precision
3. Beginning to perform simple tests	3. Performing simple tests	3. Beginning to make systematic & careful observations &, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers & data loggers	3. Making systematic & careful observations &, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers & data loggers	3. Beginning to record data & results of increasing complexity using scientific diagrams & labels, classification keys, tables and bar & line graphs	3. Recording data & results of increasing complexity using scientific diagrams & labels, classification keys, tables and bar & line graphs
4. Beginning to identify & classify	4. Identifying & classifying	4. Beginning to gather, record, classify & present data in a variety of ways to help in answering questions	4. Gathering, recording, classifying & presenting data in a variety of ways to help in answering questions	4. Beginning to use test results to make predictions to set up further comparative & fair tests	4. Using test results to make predictions to set up further comparative & fair tests
5. Beginning to use their observations & ideas to suggest answers to questions	5. Using their observations & ideas to suggest answers to questions	5. Beginning to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts & tables	5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts & tables	5. Beginning to use simple models to describe scientific ideas	5. Using simple models to describe scientific ideas
6. Beginning to gather & record data to help in answering questions	6. Gathering & recording data to help in answering questions	6. Beginning to report on findings from enquiries, including oral & written	6. Reporting on findings from enquiries, including oral & written explanations, displays or	6. Beginning to report & present findings from enquiries, including conclusions, causal relationships &	6. Reporting & presenting findings from enquiries, including conclusions, causal relationships & explanations of results, in oral & written forms such



Broad - Balanced-Enriching

Science Curriculum Map—Skills Progression

	<p>explanations, displays or presentations of results & conclusions</p> <p>7. Beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements & raise further questions</p> <p>8. Beginning to identify differences, similarities or changes related to simple scientific ideas & processes</p> <p>9. Beginning to use straightforward scientific evidence to answer questions or to support their findings</p>	<p>presentations of results & conclusions</p> <p>7. Using results to draw simple conclusions, make predictions for new values, suggest improvements & raise further questions</p> <p>8. Identifying differences, similarities or changes related to simple scientific ideas & processes</p> <p>9. Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>explanations of results, in oral & written forms such as displays & other presentations</p> <p>7. Beginning to identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>as displays & other presentations</p> <p>7. Identifying scientific evidence that has been used to support or refute ideas or arguments</p>
--	--	--	---	---