Hebden Royd Science

Working Scientifically - Progression of Skills

Years 1 & 2	• Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions • Pupils should read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at key stage 1.
Years 3 & 4	• Asking relevant questions an using different types of scientific enquiries to answer them • Using straightforward scientific evidence to answer questions to support their findings • Making systematic ad careful observations and where appropriate, taking accurate measurementsusing standard units using a range of equipment, including thermometers and data loggers • Setting up simple practical enquiries • Identifying differences, similarities of changes related to simple scientific ideas and processes. • Using results to draw simple conclusions, make predictions for new values, suggest improvements andraise further questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys bar

	charts andtables • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Reporting on findings from enquiries, including oral and written explanations, displays or presentationsof results and conclusions • Pupils should read and spell scientific vocabulary correctly and with confidence, using their growingword reading and spelling knowledge.
Year 5 & 6	• Planning different types of scientific enquiries to answer questions, including recognising andcontrolling variables where necessary • Identifying scientific evidence that has been used to support or refute ideas or arguments • Taking measurements using a range of scientific equipment, with increasing accuracy and precision,taking repeat readings where necessary • Using test results to make predictions to set up further comparative and fair tests • Recording data and results of increasing complexity using scientific diagrams and labels, classificationkeys, tables and bar and line graphs • 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 otherpresentations • Pupils should read, spell and pronounce scientific vocabulary correctly.