

Strand of core learning	Progression of skills from N – Y6					
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Asking questions</b>	Ask simple questions and understand that they can be answered in different ways.	Ask simple questions and understand that they can be answered in different ways.	Ask relevant questions and using different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.	Ask relevant questions and using different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
<b>Measuring and Recording</b>	Observe closely, using simple equipment (like magnifying glasses).  Perform simple tests (to find things out).  Gather and record data (information) to help in answering questions.	Observe closely, using simple equipment (like magnifying glasses).  Perform simple tests (to find things out).  Gather and record data (information) to help in answering questions.	Make systematic, organised and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Gather, record, classify and present data in a variety of ways to help in answering questions.	Make systematic, organised and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Gather, record, classify and present data in a variety of ways to help in answering questions.	Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate.  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate.  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Progression of skills from N – Y6						
Strand of core learning	Y1	Y2	Y3	Y4	Y5	Y6
<b>Concluding</b>	<p>Identify and classify (sort) living and non- living things</p> <p>Use my observations and ideas to suggest answers to questions.</p>	<p>Identify and classify (sort) living and non- living things</p> <p>Use my observations and ideas to suggest answers to questions.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use simple scientific evidence to answer questions or to support their findings.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use simple scientific evidence to answer questions or to support their findings.</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Report and present findings from enquiries in oral and written forms such as displays and other presentations. This includes drawing conclusions, and explaining how things happen and how far I trust the results found.</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Report and present findings from enquiries in oral and written forms such as displays and other presentations. This includes drawing conclusions, and explaining how things happen and how far I trust the results found.</p>
<b>Evaluating</b>			<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and ask further questions.</p>	<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and ask further questions.</p>	<p>Use test results to make predictions to set up further comparative and fair tests</p>	<p>Use test results to make predictions to set up further comparative and fair tests</p>