Progression of skills in science

	Planning, communication and sources	Enquiring, testing, obtaining and presenting evidence	Observing and recording	Considering evidence and evaluating
EYFS				
Year 1	• Ask simple questions and recognise that they can be answered in different ways	• Perform simple tests • Gather and record data to help in answering questions	• Use simple equipment to observe closely • Identify and classify	• Use his/her observations and ideas to suggest answers to questions
Year 2	• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum	• Perform simple comparative tests • Gather and record data to help in answering questions including from secondary sources of information	• Use simple equipment to observe closely including changes over time • Identify, group and classify	• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns
Year 3	• Ask relevant questions and use different types of	• Set up simple practical enquiries, comparative and fair tests	• Make systematic and careful observations and, where appropriate, take	• Report on findings from enquiries, including oral and written explanations,

	scientific enquiries to answer them	• Gather, record, classify and present data in a variety of ways to help in answering questions	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	displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support his/her findings
Year 4	• Ask relevant questions and use different types of scientific enquiries to answer them	• Set up simple practical enquiries, comparative and fair tests	• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of	• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple

			ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support his/her findings
Year 5	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary		• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, 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	• Use test results to make predictions to set up further comparative and fair tests • 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 • Identify scientific evidence that has been used to support or refute ideas or arguments
Year 6	• Plan different types of scientific enquiries to		• Take measurements, using a range of scientific equipment, with increasing	• Use test results to make predictions to set up further comparative and fair tests

	answer their own or others' questions, including recognising and controlling variables where necessary •		accuracy and precision, 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	• 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 • Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources • Identifying scientific evidence that has been used to support or refute ideas or arguments