

# St Teresa's Catholic Primary School

## Progression in Science skills

	EYFS	Year 1 KS1 Skills	Year 2 KS1 Skills	Year 3 Lower KS2 Skills	Year 4 Lower KS2 Skills	Year 5 Upper KS2 Skills	Year 6 Upper KS2 Skills
Working scientifically 	Understanding the World: <ul style="list-style-type: none"> <li>• People and Communities</li> <li>• World</li> <li>• Technology</li> </ul>	To use the following practical scientific methods, processes and skills (support where appropriate)	To use the following practical scientific methods, processes and skills with increasing confidence and independent	To use the following practical scientific methods, process and skills	To use the following practical scientific methods, process and skills	To use the following practical scientific methods, process and skills	To use the following practical scientific methods, process and skills
Questioning and enquiring Planning 	To know similarities and differences in relation to places, objects, materials and living things.  Begin (with support) to talk about features of their own environments.  Begin (with support) to recognise that some environments may vary from place to place.  Begin (with support) to explain	Ask simple questions about the world around us.  Begin to recognise that they can be answered in different ways (different types of enquiring including, observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).  <b>Can I ask simple questions about the world around us?</b>	Ask questions about the world around us.  Begin to recognise that they can be answered in different ways (different types of enquiring including, observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).  <b>Can I ask questions about the world around us?</b>	Begin to ask some relevant questions and use different types of scientific enquiry to answer them.  Begin to explore everyday phenomena and the relationships between living things and familiar environments.  Begin to develop ideas about functions, relationships and interactions.  Begin to raise their own questions about	Begin to ask relevant questions and use different types of scientific enquiry to answer them.  Explore everyday phenomena and the relationships between living things and familiar environments.  Begin to develop ideas about functions, relationships and interactions.  Raise their own questions about the world around them.  Make some decisions about which types of	Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.  Begin to recognise some more abstract ideas and begin to recognise how these ideas help them to	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.  Recognise some more abstract ideas and begin to recognise how these ideas help them to understand



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	<p>why some things occur and talk about those changes.</p> <p><i>Can I (with support) ask a simple question about the world around us?</i></p>	<p><i>Can I use some different types of enquire to answer questions?</i></p>	<p><i>Can I use different types of enquire to answer questions?</i></p>	<p>the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.</p> <p><i>Can I ask some relevant questions about the world around us?</i></p> <p><i>Can I sue some different types of scientific enquiry to answer questions?</i></p>	<p>enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.</p> <p><i>Can I ask relevant questions about the world around us?</i></p> <p><i>Can I use different types of scientific enquiry to answer questions?</i></p> <p><i>Can I begin to decide which type of enquiry is best to answer the question?</i></p>	<p>understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p> <p>Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information).</p> <p><i>Can I begin to explore ideas and ask my own questions about scientific phenomena?</i></p>	<p>how the world operates.</p> <p>Recognise scientific ideas change and develop over time.</p> <p>Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information).</p> <p><i>Can I explore ideas and ask my own questions about scientific phenomena?</i></p>



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				<i>Can I begin to decide which type of enquiry is best to answer the question?</i>		<i>Can I begin to plan different types of scientific enquiry to answer questions?</i>  <i>Can I begin to decide which variables to control?</i>	<i>Can I plan different types of scientific enquiry to answer questions?</i>  <i>Can I decide which variables to control?</i>
Observing and measuring. Pattern seeking  	Begin (with support) to make observations of animals and plants.	Begin to observe closely using simple equipment  Use simple observations and ideas to suggest answers to questions.  Observe simple changes over time, and with guidance, begin to notice patterns and relationships.  To say what I am looking for and what I am measuring.  To know how to use simple equipment safely.	Observe closely using simple equipment  Use simple observations and ideas to suggest answers to questions.  Observe simple changes over time, and with guidance, notice patterns and relationships.  To say what I am looking for and what I am measuring.  To know how to use equipment safely.	Begin to make systematic and careful observations and where appropriate take accurate measurements using standard units using a range of equipment including thermometers and data loggers.  Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.  Help to make decisions about what	Make systematic and careful observations and where appropriate take accurate measurements using standard units using a range of equipment including thermometers and data loggers.  Look for naturally occurring patterns and relationships and decide what data to collect to identify them.  Make decisions about what observations to make, how long to make them for and the type of simple	Begin to take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings where appropriate.  Begin to identify patterns that might be found in the natural environment.  Begin to make their own decisions about what observations to make what measurements to use and how long to make them for and whether to repeat them. Choose the most	Take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings where appropriate.  Identify patterns that might be found in the natural environment.  Make their own decisions about what observations to make what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and



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	<p>Use simple measurements and equipment with support.</p> <p>Begin to progress from non standard units to cm, m, cl, l, °C</p> <p><i>Can I begin to observe changes over time?</i></p> <p><i>Can I begin to say what I am looking for and what I am measuring?</i></p> <p><i>Can I measure with non standard units?</i></p> <p><i>Can I begin to use simple standard units, eg. mm, cm, °C, ml, etc?</i></p> <p><i>Can I use simple equipment?</i></p> <p><i>Can I begin to notice patterns?</i></p>	<p>Use measurements and equipment with support.</p> <p>Progress from non standard units to cm, m, cl, l, °C</p> <p><i>Can I observe changes over time?</i></p> <p><i>Can I say what I am looking for and what I am measuring?</i></p> <p><i>Can I measure with non standard units?</i></p> <p><i>Can I use standard units, eg. mm, cm, °C, ml, etc?</i></p> <p><i>Can I use equipment?</i></p> <p><i>Can I notice patterns?</i></p>	<p>observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately.</p> <p>Begin to see a pattern in my results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Begin to observe and measure accurately using standard units including time in minutes and seconds.</p> <p><i>Can I make systematic and careful observations?</i></p> <p><i>Can I decide what to observe and how long</i></p>	<p>equipment that might be used.</p> <p>Use new equipment appropriately.</p> <p>See patterns in results.</p> <p>Choose from a selection of equipment.</p> <p>Observe and measure accurately using standard units including time in minutes and seconds.</p> <p><i>Can I make systematic and careful observations?</i></p> <p><i>Can I decide what to observe and how long to collect observations?</i></p> <p><i>Can I take accurate measurements using standard nits?</i></p>	<p>appropriate equipment and explain how to use it accurately.</p> <p>Begin to interpret data and find patterns.</p> <p>Select equipment on my own.</p> <p>Make a set of observations and say what the interval and range are.</p> <p>Begin to take accurate and precise measurements: g, kg, N, cm, km/h, and pie/line graphs</p> <p><i>Can I make accurate and precise measurements?</i></p> <p><i>Can I decide what to observe, how long to observe for and whether to repeat them?</i></p>	<p>explain how to use it accurately.</p> <p>Interpret data and find patterns.</p> <p>Select equipment on my own.</p> <p>Make a set of observations and say what the interval and range are.</p> <p>Take accurate and precise measurements: g, kg, N, cm, km/h, and pie/line graphs</p> <p><i>Can I make accurate and precise measurements?</i></p> <p><i>Can I decide what to observe, how long to observe for and whether to repeat them?</i></p>



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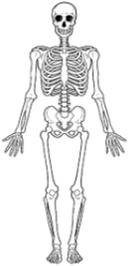
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				<p><i>to collect observations?</i></p> <p><i>Can I take accurate measurements using standard units?</i></p> <p><i>Can I decide which equipment to use and to use unfamiliar equipment?</i></p> <p><i>Can I look for patterns and relationships?</i></p>	<p><i>Can I decide which equipment to use and to use unfamiliar equipment?</i></p> <p><i>Can I look for patterns and relationships?</i></p>	<p><i>Can I take accurate and precise measurements using standard units?</i></p> <p><i>Can I select equipment and explain how to use it accurately?</i></p>	<p><i>Can I take accurate and precise measurements using standard units?</i></p> <p><i>Can I select equipment and explain how to use it accurately?</i></p>
<p>Investigating</p> 	<p>Begin (with support) to investigate the environment and ask simple questions.</p>	<p>Perform simple tests with support.</p> <p>Begin to discuss my ideas about how to find things out.</p> <p>Begin to say what happened in my investigation.</p> <p><b><i>Can I begin to perform simple tests?</i></b></p> <p><b><i>Can I begin to discuss my ideas?</i></b></p>	<p>Perform simple tests.</p> <p>Discuss my ideas about how to find things out.</p> <p>Say what happened in my investigation.</p> <p><b><i>Can I perform simple tests?</i></b></p> <p><b><i>Can I discuss my ideas?</i></b></p> <p><b><i>Can I say what happened in my investigation?</i></b></p>	<p>Set up some simple practical enquiries, comparative and fair tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor.</p> <p><b><i>Can I set up simple practical enquiries,</i></b></p>	<p>Set up some simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and decide how to set it up.</p> <p>Can think of more than one variable factor.</p> <p><b><i>Can I set up simple practical enquiries, including comparative and fair tests?</i></b></p>	<p>Begin to use test results to make predictions to set up further comparative and fair tests.</p> <p>Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Begin to suggest improvements to my</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my</p>



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		<i>Can I begin to say what happened in my investigation?</i>		<i>including comparative and fair tests?</i>  <i>Can I help decide which variables to keep the same and which to change?</i>	<i>Can I decide which variables to keep the same and which to change?</i>	method and given reasons.  Begin to decide when it is appropriate to do a fair test?  <i>Can I sometimes set up a range of comparative and fair tests?</i>  <i>Can I begin to explain which variables need to be controlled and why?</i>  <i>Can I begin to suggest improvements to my test, giving reasons?</i>	method and given reasons.  Decide when it is appropriate to do a fair test?  <i>Can I set up a range of comparative and fair tests?</i>  <i>Can I explain which variables need to be controlled and why?</i>  <i>Can I suggest improvements to my test, giving reasons?</i>
Recording and reporting findings  		With support, gather and record data to help answer questions.  Begin to record simple data.  Begin to record and communicate findings in a range of ways.	Gather and record data to help answer questions.  Record simple data.  Record and communicate findings in a range of ways.  Using a proforma, show results in a simple table.	Gather, record and begin to classify and present data in a variety of ways to help in answering questions.  Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Gather, record and begin to classify and present data in a variety of ways to help in answering questions.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, table and bar and line graphs.  Begin to report and present findings from enquiries.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, table and bar and line graphs.  Report and present findings from enquiries.



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		<p>Using a proforma, show results in a simple table.</p> <p><i>Can I begin to collect simple data?</i></p> <p><i>Can I begin to record data in a provided table layout?</i></p> <p><i>Can I begin to communicate my findings in different ways?</i></p>	<p><i>Can I collect simple data?</i></p> <p><i>Can I record data in a provided table layout?</i></p> <p><i>Can I communicate my findings in different ways?</i></p>	<p>Begin to report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Begin to use notes, simple tables and standard units to help decide how to record and analyse data.</p> <p>Being to record results in tables and bar charts.</p> <p><i>Can I begin to collect data in a variety of ways including labelled diagrams, bar charts and tables?</i></p> <p><i>Can I begin to help decide how to record data?</i></p>	<p>Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use notes, simple tables and standard units to help decide how to record and analyse data.</p> <p>Record results in tables and bar charts.</p> <p><i>Can I collect data in a variety of ways including labelled diagrams, bar charts and tables?</i></p> <p><i>Can I decide how to record data?</i></p> <p><i>Can I communicate findings using simple scientific language?</i></p>	<p>Begin to decide how to record data from a choice of familiar approaches.</p> <p>Begin to choose how best to present data.</p> <p><i>Can I begin to record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar graphs and line graphs?</i></p> <p><i>Can I begin to choose how best to present data?</i></p> <p><i>Can I begin to communicate findings using detailed scientific language?</i></p>	<p>Decide how to record data from a choice of familiar approaches.</p> <p>Choose how best to present data.</p> <p><i>Can I record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar graphs and line graphs?</i></p> <p><i>Can I choose how best to present data?</i></p> <p><i>Can I communicate findings using detailed scientific language?</i></p>



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	EYFS	Year 1 KS1 Skills	Year 2 KS1 Skills	Year 3 Lower KS2 Skills	Year 4 Lower KS2 Skills	Year 5 Upper KS2 Skills	Year 6 Upper KS2 Skills
Identifying, grouping and classifying  	With support begin to use simple features to compare objects, materials and living things and with help decide how they may be sorted and grouped.	Identify and classify with some support.  Begin to observe and identify, compare and describe.  Begin to use simple features to compare objects, materials and living things and with help decide how to sort and group them.  <i>Can I begin to identify a variety of objects, materials and living things?</i>  <i>Can I begin to compare, sort and group a range of objects, materials and living things?</i>	Identify and classify.  Observe and identify, compare and describe.  Use simple features to compare objects, materials and living things and decide how to sort and group them.  <i>Can I identify a variety of objects, materials and living things?</i>  <i>Can I compare, sort and group a range of objects, materials and living things?</i>	<i>Can I begin to communicate findings using simple scientific language?</i>  Begin to identify differences, similarities or changes related to simple scientific ideas and processes.  Begin to talk about criteria for grouping, sorting and classifying and use simple keys.  Begin to compare and group according to behaviour or properties, based on testing.  <i>Can I begin to talk about and identify differences and similarities in the properties or behaviour of living things, materials and</i>	Identify differences, similarities or changes related to simple scientific ideas and processes.  Talk about criteria for grouping, sorting and classifying and use simple keys.  Compare and group according to behaviour or properties, based on testing.  <i>Can I talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena?</i>  <i>Can I identify simple changes related to</i>	Begin to use and develop keys and other information records to identify classify and describe living things and materials.  <i>Can I begin to use keys and other information records to classify and describe living things, materials and other scientific phenomena?</i>  <i>Can I begin to develop my own keys and other information records to classify and describe?</i>  <i>Can I begin to identify changes related to scientific phenomena?</i>	Use and develop keys and other information records to identify classify and describe living things and materials.  <i>Can I use keys and other information records to classify and describe living things, materials and other scientific phenomena?</i>  <i>Can I develop my own keys and other information records to classify and describe?</i>  <i>Can I identify changes related to scientific phenomena?</i>



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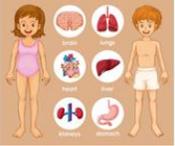
## Progression in Science skills

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				<p><i>other scientific phenomena?</i></p> <p><i>Can I begin to identify simple changes related to simple scientific phenomena?</i></p> <p><i>Can I begin to discuss criteria for grouping and sorting and am able to classify using simple keys?</i></p>	<p><i>simple scientific phenomena?</i></p> <p><i>Can I discuss criteria for grouping and sorting and am able to classify using simple keys?</i></p>		
<p>Research</p> 	<p>With support use books to find information.</p>	<p>Begin to use simple secondary sources to find answers.</p> <p>Begin to find information from books and computers to help answer questions.</p> <p><i>Can I begin to find information from books, computers and other familiar sources to help me answer questions?</i></p>	<p>Use simple secondary sources to find answers.</p> <p>Find information from books and computers to help answer questions.</p> <p><i>Can I find information from books, computers and other familiar sources to help me answer questions?</i></p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p> <p><i>Can I begin to decide when research will help with my enquiry?</i></p> <p><i>Can I begin to carry out simple research on my own?</i></p>	<p>Recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p> <p><i>Can I decide when research will help with my enquiry?</i></p> <p><i>Can I carry out simple research on my own?</i></p>	<p>Begin to recognise which secondary sources will be most useful to research their ideas.</p> <p><i>Can I begin to recognise which secondary sources will be most useful to my research?</i></p> <p><i>Can I begin to carry out research independently?</i></p>	<p>Recognise which secondary sources will be most useful to research their ideas.</p> <p><i>Can I recognise which secondary sources will be most useful to my research?</i></p> <p><i>Can I carry out research independently?</i></p>



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<p>Conclusions</p> 	<p>With support, begin to talk about happened in the investigation and what they have found out.</p> <p>With support, begin to say whether they were surprised at what they found out.</p>	<p>Begin to talk about what they have found out and how they found it out.</p> <p>To begin to say what happened in the investigation.</p> <p>Begin to say whether they were surprised at the results or not.</p> <p>Begin to say what they would change about the investigation.</p> <p><b><i>Can I begin to talk about what I have found out?</i></b></p> <p><b><i>Can I begin to explain how the enquiry was carried out?</i></b></p>	<p>Begin to talk about what they have found out and how they found it out.</p> <p>To begin to say what happened in the investigation.</p> <p>Begin to say whether they were surprised at the results or not.</p> <p>Begin to say what they would change about the investigation.</p> <p><b><i>Can I begin to talk about what I have found out?</i></b></p> <p><b><i>Can I begin to explain how the enquiry was carried out?</i></b></p>	<p>Begin to use results to draw conclusions, make predictions for new values, suggest improvements and arise further questions.</p> <p>Begin to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support begin to identify new</p>	<p>Use results to draw conclusions, make predictions for new values, suggest improvements and arise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support findings.</p> <p>Look for changes, patterns, similarities and differences in data in order to draw simple conclusions and answer questions.</p> <p>Identify new questions arising from the data, make new predictions and find ways of improving what has already been done.</p>	<p>Begin to 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.</p> <p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and</p>	<p>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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Draw conclusions based on the data and observations, use evidence to justify ideas, use scientific knowledge and understanding to explain findings.</p>



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## Progression in Science skills

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		<i>Can I begin to suggest simple changes to the enquiry?</i>	<i>Can I begin to suggest simple changes to the enquiry?</i>	<p>questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Begin to see a pattern in my results and say what I found out linking this to cause and effect.</p> <p>Begin to say how the enquiry could be improved.</p> <p>Begin to answer questions from what has been found out.</p> <p><i>Can I begin to draw simple conclusions based on the results of the enquiry?</i></p> <p><i>Can I begin to answer my questions using the results of my enquiry?</i></p>	<p>See patterns in my results and say what was found out linking this to cause and effect.</p> <p>Say how the enquiry could be improved.</p> <p>Answer questions from what has been found out.</p> <p><i>Can I draw simple conclusions based on the results of the enquiry?</i></p> <p><i>Can I answer my questions using the results of the enquiry?</i></p> <p><i>Can I use the findings to make new predictions, suggest improvements and think of new questions?</i></p> <p><i>Can I think of cause and effect in my explanations?</i></p>	<p>understanding to explain their findings.</p> <p>Begin to use test results to make predictions to set up further comparatives and fair tests.</p> <p>Begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Use their results to identify when further tests and observations are needed.</p> <p>Begin to separate opinion from fact.</p> <p>Begin to draw conclusions and identify scientific evidence.</p> <p>Can use simple models.</p>	<p>Use test results to make predictions to set up further comparatives and fair tests.</p> <p>Look for different causal relationships in the data and identify evidence that refutes or supports the ideas.</p> <p>Use results to identify when further tests and observations are needed.</p> <p>Separate opinion from fact.</p> <p>Draw conclusions and identify scientific evidence.</p> <p>Use simple models.</p> <p>Know which evidence proves a scientific point.</p>



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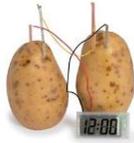
	EYFS	Year 1 KS1 Skills	Year 2 KS1 Skills	Year 3 Lower KS2 Skills	Year 4 Lower KS2 Skills	Year 5 Upper KS2 Skills	Year 6 Upper KS2 Skills
				<p><i>Can I begin to use my findings to make new predictions, suggest improvements and think of new questions?</i></p> <p><i>Can I begin sometimes to think of cause and effect in my explanations?</i></p>		<p>Know which evidence proves a scientific point.</p> <p>Begin to use test results to make predictions to set up further comparative and fair tests.</p> <p><i>Can I begin to draw scientific causal conclusions using the results of an enquiry to justify my ideas?</i></p> <p><i>Can I begin to explain my conclusion using scientific knowledge and understanding?</i></p> <p><i>Can I begin to distinguish opinion and facts?</i></p> <p><i>Can I begin to use my findings to make predictions and set up further enquiries?</i></p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p><i>Can I draw scientific causal conclusions using the results of an enquiry to justify ideas?</i></p> <p><i>Can I explain my conclusion using scientific knowledge and understanding?</i></p> <p><i>Can I distinguish opinion and facts?</i></p> <p><i>Can I use my findings to make predictions and set up further enquiries?</i></p> <p><i>Can I use abstract models to explain ideas?</i></p>



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	EYFS	Year 1 KS1 Skills	Year 2 KS1 Skills	Year 3 Lower KS2 Skills	Year 4 Lower KS2 Skills	Year 5 Upper KS2 Skills	Year 6 Upper KS2 Skills
						<i>Can I begin to use abstract models to explain my ideas?</i>	
Vocabulary 	With support begin to use simple scientific language and science words.  With support begin to describe and compare what is being observed	Use some simple scientific language.  Begin to use some science words.  With support, use comparative language.  <i>Can I begin to use simple scientific language?</i>  <i>Can I begin to describe what I see?</i>  <i>Can I begin to compare?</i>	Use some scientific language.  Use some science words.  Use comparative language.  <i>Can I use simple scientific language?</i>  <i>Can I describe what I see?</i>  <i>Can I make comparisons?</i>	Begin to use some scientific language to talk and later, write about what they have found out.  Begin to use relevant scientific language.  Begin to use comparative and superlative language.  <i>Can I begin to use some scientific language?</i>  <i>Can I begin to describe my observations and findings?</i>  <i>Can I begin to use comparative and superlative descriptions?</i>	Use some scientific language to talk and later, write about what they has been found out.  Use relevant scientific language.  Use comparative and superlative language.  <i>Can I use some scientific language?</i>  <i>Can I describe my observations and findings?</i>  <i>Can I use comparative and superlative descriptions?</i>  <i>Can I describe cause and effect?</i>	Begin to read, spell and pronounce scientific vocabulary correctly.  Begin to use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.  Begin to confidently use a range of scientific vocabulary.  Begin to use conventions such as trend, rogue result, support prediction and -er superlative word generalisations.  Begin to use scientific ideas when describing simple processes.  <i>Can I begin to read, spell and pronounce</i>	Read, spell and pronounce scientific vocabulary correctly.  Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.  Confidently use a range of scientific vocabulary.  Use conventions such as trend, rogue result, support prediction and -er superlative word generalisations.  Use scientific ideas when describing simple processes.  <i>Can I read, spell and pronounce scientific vocabulary correctly?</i>



"Igniting young minds with an evolving, engaging and enriching curriculum"

# St Teresa's Catholic Primary School

## Progression in Science skills

	EYFS	Year 1 KS1 Skills	Year 2 KS1 Skills	Year 3 Lower KS2 Skills	Year 4 Lower KS2 Skills	Year 5 Upper KS2 Skills	Year 6 Upper KS2 Skills
				<i>Can I begin to describe cause and effect?</i>		<i>scientific vocabulary correctly?</i>  <i>Can I begin to confidently use the correct scientific language?</i>  <i>Can I begin to explain my ideas with scientific reason?</i>  <i>Can I begin to use scientific conventions, eg. trends, rogue result, support prediction?</i>	<i>Can I confidently use the correct scientific language?</i>  <i>Can I explain my ideas with scientific reason?</i>  <i>Can I use scientific conventions, eg. trends, rogue result, support prediction?</i>
Understanding  	With support begin to talk about how science helps us in our daily lives.  With support begin to understand that science can sometimes be dangerous.	Begin to talk about how science helps us in our daily lives.  Begin to understand that science can sometimes be dangerous.  <i>Can I begin to say how science helps in our daily lives?</i>	Talk about how science helps us in our daily lives.  Understand that science can sometimes be dangerous.  <i>Can I say how science helps in our daily lives?</i>  <i>Can I say how science can be dangerous?</i>	Begin to know which things in science have made our lives better.  Begin to understand risk in science.  <i>Can I begin to know which things in science have made our lives better?</i>	Know which things in science have made our lives better.  Understand risk in science.  <i>Can I know which things in science have made our lives better?</i>  <i>Can I understand risk in science?</i>	Begin to talk about how scientific ideas have changed over time.  Begin to explain the positive and negative effects of scientific development.  Begin to see how science is useful in everyday life.	Talk about how scientific ideas have changed over time.  Explain the positive and negative effects of scientific development.  See how science is useful in everyday life.



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## Progression in Science skills

	EYFS	Year 1 KS1 Skills	Year 2 KS1 Skills	Year 3 Lower KS2 Skills	Year 4 Lower KS2 Skills	Year 5 Upper KS2 Skills	Year 6 Upper KS2 Skills
		<i>Can I begin to say how science can be dangerous?</i>		<i>Can I begin to understand risk in science?</i>		<p>Begin to say which parts of our lives rely on science.</p> <p><i>Can I begin to see how science is useful in lots of different ways?</i></p> <p><i>Can I begin to say which parts of our lives rely on science?</i></p> <p><i>Can I begin to explain the positive and negative effects of scientific developments?</i></p>	<p>Say which parts of our lives rely on science.</p> <p><i>Can I see how science is useful in lots of different ways?</i></p> <p><i>Can I say which parts of our lives rely on science?</i></p> <p><i>Can I explain the positive and negative effects of scientific developments?</i></p>



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