Science Learning overview
Progression of skills
2022-2023

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Ask simple questions and recognise that they can be answered in different ways (Year 1 focus) Use simple equipment to observe closely Perform simple tests Identify and classify Use his/her observations and ideas to suggest answers to questions Gather and record data to help in answering questions	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum Use simple equipment to observe closely including changes over time Perform simple comparative tests Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Gather and record data to help in answering questions including from secondary sources of information	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 using equipment where appropriate Gather, record, classify and present data in a variety of ways Record findings using simple scientific language presented in different ways 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	Ask relevant questions and use an understanding of different types of scientific enquiries to best 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 ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions Use results to draw simple conclusions,	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, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Plan different types of scientific enquiries to answer their own or others' 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 Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, casual relationships and explanations of and

			scientific ideas and processes Use straightforward scientific evidence to answer questions or to support his/her findings	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	Identify scientific evidence that has been used to support or refute ideas or arguments	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