

Progression of Skills Science - How to become a competent Scientist
Ensuring skills learned throughout KS1 & 2KS embedded and continually built upon

Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>To observe closely and use simple equipment</p> <p>To measure where appropriate using non-standard measures</p> <p>To record and gather simple data to answer scientific questions.</p> <p>To use of appropriate Scientific vocabulary</p> <p>To use the language of enquiry: question, predict observe, results, conclusion (provide meaning).</p> <p>To use KS1 planning framework .</p>	<p>To make careful observations and accurate measurements using standard units.</p> <p>To make recordings, record findings using drawings, labelled diagrams, keys, bar charts, tables and pictograms.</p> <p>To use and build on the language from years 1&2.</p> <p>To use identify, evidence, suggest and improve.</p> <p>TO PRACTISE</p>	<p>To take accurate and precise measurements using a range of equipment.</p> <p>To repeat and refine measurement collections.</p> <p>To record results in increasingly complex diagrams, keys, tables, bar charts scatter diagrams, line graphs and pie charts.</p> <p>To use variable, control, fair test hypothesis and evaluation.</p> <p>APPLY</p>

Progression of scientific investigative vocabulary and practical experimentations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Observing</p> <p>Commenting</p> <p>Naming</p> <p>Asking simple questions</p> <p>Sorting</p> <p>Distinguishing</p>	<p>Explaining</p> <p>Asking/suggesting why</p> <p>Describing</p> <p>Identifying</p> <p>Asking simple informed questions</p> <p>Matching</p> <p>Suggest and explore</p>	<p>Explaining scientifically.</p> <p>Compare and discuss with peers and staff</p> <p>Identify reasons</p> <p>Explore questions</p> <p>Compare</p> <p>Suggest and explore what might work scientifically</p>	<p>Greater range of Scientific/ technical language</p> <p>Compare and discuss observations</p> <p>Begin to raise questions.</p> <p>Compare with other groups</p> <p>Develop ideas for fair test.</p>	<p>Use bank of technical / scientific language.</p> <p>Investigate relationships.</p> <p>Think of own questions</p> <p>Classify</p> <p>Test own hypothesis with prompts</p> <p>Choose own equipment</p>	<p>Embedded scientific/ technical vocabulary.</p> <p>Create questions to investigate.</p> <p>Use comparatives</p> <p>Justify ideas and clarify</p> <p>Plan fair tests into experiments</p> <p>Chose own equipment to measure with accu-</p>