

Progression in Skills Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan							
Question	Talk about the world around me. Explore the world around me	Ask some simple questions about...		Ask relevant questions about ...		Explore ideas and ask my own questions about scientific phenomena.	
Plan Enquiry		Recognise my questions can be answered using ...		Use to answer questions. Decide which type of enquiry will answer my question. Set up simple practical enquiries and tests Suggest ways to make a test fair Decide which variable to change and keep the same.		Plan different scientific enquiry and tests to answer questions Decide which variables to control.	
Predict	Talk about my ideas.	Suggest what might happen.		Make predictions about... Use results to make links based on everyday experiences and knowledge.		Use my test results to make predictions for further testing	
Do							
Observe	Use all senses to match and sort ... Find things that are similar/different Describe what I see/feel/smell... Match things that Sort and group a collection of ... (using Venn Diagrams) Explore	Observe closely ... Identify differences and similarities... Classify ... (using Venn Diagrams) Group ... Answer simple yes/no questions (about/using a simple classification key.) Compare ...		Make systematic observations Sort (using Carroll Diagrams and Venn Diagrams) Use a classification key/branching data base to ...		Same as previous year groups	

Measure	Say what I am looking for and what I will measure. Explore using...	Decide what to measure and what to observe. Gather data. Measure..... (length/height/mass/weight/time/temperature)	Measure accurately the ... using... (length/height/mass/weight/time/temperature)	Measure accurately and with precision the... using... (length/height/mass/weight/time/temperature using...)
Equipment		Use to help me to do a test (non-standard units (Y1) rulers/balances/clocks/jugs/stopwatches...) Decide what equipment to use. Read scales on a	Use to help me to perform a test. (rulers/thermometers/scales/clocks/stopwatches/data loggers...)	Repeat my tests and get further readings
Record				
Record	Record my ideas using drawings.	Record what I found out using Y1 (tables/drawings) Y2 (tables/charts/pictograph/block graph)	Record and present my data using (labelled diagrams/keys/tables/charts/bar charts/line graphs)	Decide how I am going to present my findings. Record and present my data using... (scientific diagrams including labels/classification keys/tables/charts/scatter graphs/bar chart/line graph)
Evaluate				
Review	Say what happened in my investigation. Share my ideas about...	Describe.... Explain....	Explain results.... using Report and present my findings.. (orally/written) Suggest how to improve my knowledge and understanding of....	Conclude... Make links to causal relationships and degrees of trusts.
Answer questions		Use observations and ideas to answer questions Answer... Research....	Use scientific evidence to answer questions or support their findings.	Use scientific evidence to support or refute ideas or arguments Research independently...