



St Bernard's RC Primary School Science Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquire	Ask simple questions about the world around them.	Asking simple questions and with help find out answers to them.	Asking simple questions and recognising that they can be answered in different ways.	Be guided to ask more relevant questions and become aware of different types of scientific enquiries to answer them. Engage in simple practical enquiries, comparative and fair tests they have had some help with setting up.	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.	Plan with support different types of scientific enquiries to answer questions, begin to recognise variables and how to control these where necessary. Use test results to make predictions for other comparative and fair tests.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests.
Explore	Know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants	Observe, using simple equipment perform simple tests with help can identify and classify with support.	Observe closely, using simple equipment. Perform simple tests identify and classify.	Make careful observations and begin to realise the need for more accurate measurements eg mm instead of cm using standard units, using a range of equipment, including thermometers and data loggers.	Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Take measurements, using a range of scientific equipment, with increasing accuracy. Become aware of precision and the need to obtain similar results, taking repeat readings when appropriate.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
Record	Drawn or verbal record	Know that gathering and recording data can help in answering	Gather and record data to help in answering questions.	Gather and record data in different ways to help in answering questions.	Gather, record, classify and present data in a variety of ways to help in answering questions.	Record data and results using scientific diagrams and labels, classification keys,	Record data and results of increasing complexity using scientific diagrams

		questions; with support, gather and record data.		Record findings using simple scientific language, drawings, labelled diagrams and tables; develop use of bar charts and keys with appropriate support.	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	tables and bar graphs. Become familiar with and begin to develop use of scatter graphs and line graphs.	and labels, classification keys, tables, scatter graphs, bar and line graphs.
Explain	Explain why some things occur, and talk about changes. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur.	Use their observations to try to answer their questions.	Use their observations and ideas to suggest answers to questions.	Report on findings from enquiries, including oral and written explanations, displays or presentations. Use results to draw simple conclusions. Identify differences, similarities or changes related to simple scientific ideas. Use straightforward scientific evidence to answer questions.	Report on findings from enquiries, include 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 scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.	Report and present findings from enquiries, including conclusions and explanations of results in oral and written forms such as displays and other presentations. Identify scientific evidence that supports their ideas. Become aware of simple causal relationships and be able to explain some. Begin to develop understanding that not all results can be trusted.	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.