



## Progression of Science skills at Bishop King C.E. Primary: 2023-24

*Dream big. Love God. Live well*

*'I can do all things through Him who strengthens me' Philippians 4:13*



		KS1		Lower KS2		Upper KS2	
		Y1	Y2	Y3	Y4	Y5	Y6
Working Scientifically	Planning	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> </ul>		<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> </ul>		<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>	
	Observing	<ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> </ul>		<ul style="list-style-type: none"> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</li> <li>using a range of equipment, including thermometers and data loggers</li> </ul>		<ul style="list-style-type: none"> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>	
	Recording	<ul style="list-style-type: none"> <li>gathering and recording data to help in answering questions</li> </ul>		<ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering the question</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>		<ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> </ul>	
	Concluding	<ul style="list-style-type: none"> <li>using their observations and ideas to suggest answers to questions</li> </ul>		<ul style="list-style-type: none"> <li>reporting on findings from enquiries, including oral and written, displays or presentations of results and conclusions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>		<ul style="list-style-type: none"> <li>reporting and presenting 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</li> </ul>	
	Evaluating			<ul style="list-style-type: none"> <li>using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> </ul>		<ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	

**Seeing is believing. To root scientific theory and knowledge in reality through experiments, observation and investigation.**