

Long Sutton Primary School Progression of Science Skills (V1 2020)

	<u>Plan</u>		<u>Do</u>		<u>Review</u>	
	Ask Qs and plan enquiry	Set up enquiry	Observe and measure	Record	Interpret and Report	Evaluate
KS1 Develop close observation	Ask simple Qs and recognise that they can be answered in different ways*.	Perform simple tests	Observe closely using simple equipment	Gather and record data to help in answering questions	Identify and classify. Use their observations and	<i>Use appropriate scientific ideas to suggest answers language to communicate ideas. to questions.</i>
Lower KS2 Develop systematic approach	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 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. Identify differences, similarities or change related to simple scientific ideas and processes.	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.
Upper KS2 Develop Independence	Plan different types* of scientific enquiries to answer <i>their own questions</i> , including recognising and controlling variables where necessary.	Use test results to make predictions to set up further comparative and fair tests.	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.	Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as display and other presentations, <i>using appropriate scientific language.</i>	Explain degree of trust in results. Identify <i>and evaluate</i> scientific evidence (<i>their own and others'</i>) that has been used to support or refute ideas or arguments.

***Types of enquiry including: observing changes over time, noticing patterns, grouping and classifying, comparative and fair tests, using secondary sources.** (English 2013 National Curriculum statements, additions from Interim Teacher Assessment framework 2016-7)