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|  | **Identifying and classifying**  **Science Skills Progression Document** | **Comparative Fair Testing** | **Research** | **Pattern Seeking** | **Observing Over Time** |
| **Year 1** | * Comparing and contrasting materials | * Performing simple comparing tests | * Asking simple questions and recognizing they can be answered in different ways | * Use observation to begin to notice patterns | * Observe closely using simple equipment |
| **Year 2** | * Identify and classify things that are living or dead | * Perform simple tests- for example what if plants get no light | * Select information from a range or given sources and ask questions | * Begin to look for natural patterns and relationships and decide what data to collect and to identify them | * Measure change over time for example plant growth. |
| **Year 3** | * Gathering recording classifying and presenting data in a variety of ways. Must be 2 variables. | * Setting up simple and comparative fair test. Only changing one factor. | * Ask relevant questions and using different types of science enquiry to find to the answer to them. | * Look for changes relating to simple scientific ideas and processes- record findings in simple diagrams. | * Making systematic and careful observations and where appropriate taking accurate measurements. |
| **Year 4** | * Using classifying keys- Linking 2 variables together- for example the more cells in a circuit the brighter the bulb. * Gathering and recording evidence | * Setting up simple and practical enquiries using a control variable. | * Using straight forward scientific evidence to answer questions or support their findings. | * Identify similarities and differences or changes relating to simple scientific ideas and processes. | * Making systematic and careful observations and where appropriate take accurate measurements using standard units. |
| **Year 5** | * Use complex classifying keys to identify casual relationships with increasing complexity. | * Identify how and when to use tests * Recognize and control variables * Make predictions based on previous test results. | * Explore how Scientific ideas have developed over time. | * Begin to make their own decisions about what observations to make and measurements to use, how to make them for and if to repeat them. | * Accurately and precisely measure using standard units. |
| **Year 6** | * Develop classifying keys * Identify evidence that supports and refutes casual relationships. | * Identify how and when to use test. * Recognize and use control variables * Make predictions based on previous test results. | * Identify evidence that supports and refutes casual relationships * Explore how Scientific ideas have developed over time. | * Make own decisions about what to observe * To collect measurements using standard units of their own choice * To know how long to make them for and how long to make them for * To choose their own equipment and how to use it accurately. | * Accurately and precisely measure using standard unit of their own choice * Take repeat readings when appropriate and choice appropriate data presentation I.E Scatter graphs. |