Whole School Overview
Science

Year Group	Working Scientifically Skills Progression
Year 1	• Ask simple questions and recognising that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Using their observations and ideas to suggest answers to questions. • Gather and record data to help answer questions.
Year 2	• Explore and compare differences between things that are living, dead and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including their micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. •
LKS2	• Asking relevant questions using different types of scientific enquiries to answer them. • Setting up simple practical investigations, where appropriate. Taking accurate measurements using standard units, using a range of equipment, including thermometers and scales. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings.
UKS2	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and tables, classification keys, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • 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. • Identifying scientific evidence that has been used to support or refute ideas or arguments.