DOG KENNEL HILL PRIMARY SCHOOL
Science Progression of Knowledge and Skills Map

KNOWLEDGE / SKILL	Year 1/2	Year 3/4	Year 5/6
IDEAS	• To explore the world. • To raise simple questions. • To use their own idea and make suggestions.	• To raise relevant questions about topics. • To create questions and make their own decisions on how they should find the answer using scientific enquiries. • To use a range of scientific experiments (different types of science).	• Use scientific vocabulary linking to their own ideas. • Discuss how scientific ideas may have developed over time. • To make links between different scientific concepts. • To make links between their scientific experiences and answer a range of questions.
INVESIGATING	• To experience a range of scientific enquiries including practical activities. • To begin to use their knowledge to answer scientific questions. • To conduct simple tests. • To begin to use secondary sources to find out answers. • To begin to use simple equipment.	• To begin to use practical enquiries and fair tests. • To understand when to use fair testing. • To be able to set up a fair test. • To use secondary sources to find out answers and support their learning. • To use a range of criteria including: grouping, sorting, classifying and simple keys. • To begin to understand risks.	• To consider the correct approach to answer scientific questions. • To select suitable equipment and methods when practically investigating. • To begin to use and develop keys. • To recognise hazards symbols and suggest ways to control the risks to themselves and others.
OBSERVING	• To begin to notice patterns and relationships when prompted.	• To make regular and careful observations. • To begin to consider what they may observe, how long	• To make a series of observations and measurements with one changing factor.

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	• To begin to identify and classify objects, materials and living things. • To begin to identify changes over times through observations.	they may observe for and equipment needed. • To notice patterns and relationships. • To begin to collect data from observations. • To begin to take measurements using standard units and equipment. For example: data loggers and thermometers.	• To record data from a range of approaches, such as, scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • To use observations to support comparisons.
EXPLAINING	• To begin record simple data. • To use their observations to answer scientific questions. • To talk about what they have found out and how they have found it out. • To begin to use scientific language in their reasoning.	• To begin to draw conclusions and answers from their findings. • To use scientific language to discuss their findings.	• To communicate conclusions using appropriate scientific language. • To use scientific evidence to support or refute ideas and arguments. • Interpret data containing positive and negative numbers. • To analyse and draw conclusions from scientific findings. • To use scientific language explain their findings.
EVALUATING	• To begin to say if an investigation has worked or not.	• To begin to give reasons for investigations being successful or unsuccessful	• To give reasons for investigations being successful or unsuccessful.

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		• To begin to develop new questions and lines of investigation from their findings. • To begin to make suggestions for improvements in their work.	• To develop new questions and lines of investigation from their findings. • To make suggestions for improvements in their work.