

Science Progression of Skills and Knowledge (KS2)



Year 3 and 4

Year 5 and 6

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Asking questions	* asking relevant and testable questions about the world around them	* using their science experiences to explore ideas and raise different types of questions
Ways of making scientific enquiries and choosing an appropriate method	* starting to choose the most appropriate type of scientific enquiry method to answer questions (comparisons, fair testing)	* selecting and planning the most appropriate type of scientific enquiry to use to answer scientific questions including recognising and controlling variables where necessary
Carrying out enquiries	* carrying out simple practical enquiries (comparative and fair tests) and recognising when a simple fair test is necessary	* recognising when and how to set up comparative and fair tests and explaining which variables need to be controlled and why
Ways of comparing	* talking about criteria for grouping, sorting and classifying; and using simple keys	* using and developing keys and other information records for identifying, classifying and describing living things and materials, and identifying patterns that might be found in the natural environment
Using secondary sources	* recognising when and how scientific evidence from secondary sources might be used to answer questions or to support their findings.	* recognising which secondary sources will be most useful to research their ideas and begin to separate opinion from fact
Using equipment and making observations	* choosing from a range of equipment and making systematic and careful observations and where appropriate, taking accurate measurements using standard units	* making decisions about what observations to make and taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Recording data	*collecting and recording data from their own observations and measurements in a variety of ways (notes, tables, drawings, labelled diagrams, keys, photos)	*deciding how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables
Communicating findings	* presenting and communicating findings using relevant simple scientific language (both oral and written) drawings, labelled diagrams, keys, tables, bar charts, displays and presentations	* 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, other presentations, scatter graphs, bar and line graphs
Answering their questions	* looking for changes, patterns, similarities and differences in their data to draw simple conclusions and making predictions for new values, suggesting improvements and raising further questions	* identifying scientific evidence that can be used to support or refute ideas or arguments and using test results to set up further comparative and fair tests