2020-2021

Tilstock

Part of the Marches Academy Trust

Scientific Skills

PROGRESSION OF WORKING SCIENTIFICALLY

TILSTOCK C OF E PRIMARY SCHOOL

Name of Pupil:	**Year 1**	Teacher:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Asking simple questions and recognising that they can be answered in different ways						
Observing closely, using simple equipment						
Performing simple tests						
Using their observations and ideas to suggest answers to questions						
Gathering and recording data to help in answering questions						
Identifying and classifying						

Name of Pupil:	**Year 2**	Teacher:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Asking simple questions and recognising that they can be answered in different ways						
Observing closely, using simple equipment						
Performing simple tests						
Using their observations and ideas to suggest answers to questions						
Gathering and recording data to help in answering questions						
Identifying and classifying						

Name of Pupil:	**Year 3**	Teacher:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Asking relevant questions and using different types of scientific enquiries to answer them						
Setting up simple practical enquiries, comparative and fair tests						
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers						
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 conclusions						
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.						

Name of pupil:	**Year 4**	Teacher:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Asking relevant questions and using different types of scientific enquiries to answer them						
Setting up simple practical enquiries, comparative and fair tests						
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers						
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 conclusions						
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.						

Name of pupil:	**Year 5**	Teacher:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 labels, classification keys, tables, 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 a 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						

Name of Pupil:	**Year 6**	Teacher:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 labels, classification keys, tables, 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 a 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						