



Progression in Science

BEAVER GREEN PRIMARY SCHOOL



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning & Prediction	<p>I can talk about what I have done and noticed.</p> <p>I can sort and match objects.</p>	<p>I can suggest what might happen.</p> <p>I can suggest simple ways to test ideas</p>	<p>I can with help, suggest some ideas and questions</p> <p>I can think about how to collect evidence</p> <p>I can suggest what might happen</p> <p>I can think about and discuss whether comparisons and tests are fair or unfair</p>	<p>I can respond to suggestions</p> <p>I can with help put forward ideas about testing</p> <p>I can make predictions With help, consider what constitutes a fair test.</p> <p>I can with help, plan and carry out a fair test</p>	<p>I can recognise why it is important to collect data to answer questions</p> <p>I can suggest questions that can be tested</p> <p>I can put forward ideas about testing and make predictions</p> <p>I can with help, consider what constitutes a fair test</p>	<p>I can recognise that scientific ideas are based on evidence and creative thinking</p> <p>I can make predictions based on scientific knowledge</p> <p>I can suggest methods of testing including a fair test</p> <p>I can suggest how to collect evidence</p> <p>I can select suitable equipment</p>	<p>I can consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena</p> <p>I can make predictions based on scientific knowledge and understanding</p> <p>I can suggest methods of testing including a fair test and how to collect evidence, ensuring it is sufficient and appropriate</p>
Investigating & Observing	<p>I can find things which are similar or different.</p> <p>I am curious and starting to ask questions.</p> <p>I can perform simple tests and use equipment.</p> <p>I can make simple records of how things change.</p> <p>I can notice change.</p>	<p>I can make observations using appropriate senses</p> <p>I can explore using the five senses</p> <p>I can make simple comparisons and groupings Recording,</p>	<p>I can make observations and comparisons using simple equipment, following simple instructions</p> <p>I can use first-hand experience and, with help, simple information sources to answer questions</p>	<p>I can make observations and comparisons Measure length, volume of liquid and time in standard measures using simple measuring equipment</p> <p>I can use first-hand experience and simple information sources to answer questions</p>	<p>I can make relevant observations and comparisons</p> <p>I can make measurements of temperature, time and force, as well as measurements of length</p> <p>I can begin to think about why measurements of length should be repeated.</p> <p>I can, with help, carry out a fair test, recognising and explaining why it is fair.</p>	<p>I can carry out a fair test, explaining why it is fair</p> <p>I can understand why observations and measurements need to be repeated</p> <p>I can select information from provided sources</p>	<p>I can carry out a fair test, identifying key factors to be considered</p> <p>I can make a variety of relevant observations and measurements using simple apparatus correctly</p> <p>I can decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p>I can select information from a range of sources</p>
Analysing & Evaluating	<p>I can use my senses to observe and look closely.</p> <p>I know simple foods which are good for me.</p> <p>I know it is important to look after our environment e.g. recycling, litter etc</p>	<p>I can communicate findings in simple ways</p> <p>I can collect evidence to try and answer a question</p>	<p>I can record findings in simple ways including tables, graphs etc</p> <p>I can say whether what happened was what was expected</p>	<p>I can communicate findings in a variety of ways</p> <p>I can say whether what happened was what was expected and draw simple conclusions</p> <p>I can with help, identify simple patterns and suggest explanations.</p>	<p>I can explain what the evidence shows in a scientific way and whether it supports predictions</p> <p>I can suggest improvements in their work</p>	<p>I can communicate findings in a variety of ways Identify simple trends and patterns</p> <p>I can communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT</p> <p>I can identify trends and patterns and offer explanations for these</p> <p>I can draw conclusions and communicate them in appropriate scientific language</p> <p>I can suggest improvements in their work, giving reasons</p>	<p>I can communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT</p> <p>I can identify trends and patterns and results that do not appear to fit the pattern</p> <p>I can provide explanations for differences in observations and measurements</p> <p>I can draw conclusions and communicate them in appropriate scientific language</p> <p>I can make practical suggestions for improving methods in their work giving suggestions.</p>