

Bitterley Church of England Primary School

“Be courageous; be strong. Do everything in love” (1 Corinthians 16:13-14)



BITTERLEY PRIMARY SCHOOL

SCIENCE SKILLS PROGRESSION

		Willows and Firs	Maples	Oaks
Working Scientifically	Asking Questions	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> ask simple questions and recognise that they can be answered in different ways EYFS ELG: Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify their understanding;	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions and use different types of scientific enquiries to answer them <input type="checkbox"/> set up simple practical enquiries, comparative and fair tests 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
	Measuring and Recording	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> observe closely, using simple equipment <input type="checkbox"/> perform simple tests <input type="checkbox"/> gather and record data to help in answering questions 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers <input type="checkbox"/> record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <input type="checkbox"/> gather, record, classify and present data in a variety of ways to help in answering questions 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate <input type="checkbox"/> record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

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Evaluating	Concluding	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and classify <input type="checkbox"/> use their observations and ideas to suggest answers to questions <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify differences, similarities or changes related to simple scientific ideas and processes <input type="checkbox"/> report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <input type="checkbox"/> use straightforward scientific evidence to answer questions or to support their findings 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify scientific evidence that has been used to support or refute ideas or arguments <input type="checkbox"/> report and present 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
	Evaluating	<p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use test results to make predictions to set up further comparative and fair tests