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| T:\SCHOOL ADMINISTRATION\Logo\School logo.jpg**Progression of Disciplinary Skills (Working Scientifically)***This document show how the disciplinary skills statements from the National Curriculum are linked and built upon across the phases. To highlight the links, the disciplinary skills statements are grouped under the following broader skills definitions.* |
| \\MB8072336-01\StaffData$\RWHSCurnow\Downloads\Asking_questions.pngAsking questions and recognising that they can be answered in different ways | \\MB8072336-01\StaffData$\RWHSCurnow\Downloads\Observing_and_measuring.pngMaking observations and taking measurements | \\MB8072336-01\StaffData$\RWHSCurnow\Downloads\Setting_up_tests.pngEngaging in practical enquiry and performing/ setting up tests | \\MB8072336-01\StaffData$\RWHSCurnow\Downloads\Recording_data.pngRecording and presenting data/evidence | \\MB8072336-01\StaffData$\RWHSCurnow\Downloads\Evaluating.pngAnswering questions, concluding and evaluating | \\MB8072336-01\StaffData$\RWHSCurnow\Downloads\Making_predictions.pngMaking predictions and asking further questions | \\MB8072336-01\StaffData$\RWHSCurnow\Downloads\Interpreting_and_communicating_results.pngInterpreting and communicating findings |
| **EYFS** Show curiosity and ask questions **Year 1 & 2**Asking simple questions and recognising that they can be answered in different ways**Year 3 & 4**Asking relevant questions and using different types of scientific enquiries to answer them**Year 5 & 6**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | **EYFS** Make observations using their senses and simple equipment **Year 1 & 2**Observing closely, using simple equipment**Year 3 & 4**Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersIdentifying differences, similarities or changes related to simple scientific ideas and processes**Year 5 & 6**Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriateIdentifying differences, similarities or changes related to simple scientific ideas and processes | **EYFS** Make direct comparisons **Year 1 & 2**Performing simple tests**Year 3 & 4**Setting up simple practical enquiries, comparative and fair tests**Year 5 & 6**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | **EYFS** Record their observations by drawing, taking photographs, using sorting rings or boxes and, in Reception, on simple tick sheetsIdentify, sort and group**Year 1 & 2**Gathering and recording data to help in answering questionsIdentifying and classifying**Year 3 & 4**Gathering, recording, classifying and presenting data in a variety of ways to help in answering questionsRecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**Year 5 & 6**Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | **EYFS** Use their observations to help them in answer their questions. Talk about what they have done and found out**Year 1 & 2**Using their observations and ideas to suggest answers to questions**Year 3 & 4**Using results to draw simple conclusions,Using straightforward scientific evidence to answer questions or to support their findings**Year 5 & 6**Identifying scientific evidence that has been used to support or refute ideas or argumentsReporting 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 and other presentations | **EYFS** Listen attentively and respond to what they hear with relevant questions **Year 1 & 2**Ask simple questions and recognise that they can be answered in different ways **Year 3 & 4**Using results to make predictions for new values, suggest improvements and raise further questions**Year 5 & 6**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 and other presentationsUsing test results to make predictions to set up further comparative and fair tests | **EYFS** Participate in discussions and offer their own ideas about why things might happen**Year 1 & 2**Use their observations and ideas to suggest answers to questions**Year 3 & 4**Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**Year 5 & 6**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 and other presentations |