



Wheelock
Primary School

Working Scientifically

Skills Progression

Years 1-6

Wheelock Working Scientifically Skills Progression

Step One	Step Two	Step Three	Step Four	Step Five	Step Six
KS1		Lower KS2		Upper KS2	
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • I can ask simple scientific questions and recognising that they can be answered in different • I can use simple equipment to make close observations, • I can carry out simple tests. • I can identify and classify things. • I can suggest what I have found out. • I can gather, record and use simple data to answer questions. 		<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • I can ask relevant scientific questions. • I can use a range of scientific enquiries and knowledge to answer questions. • I can set up a simple enquiry to explore a scientific question. • I can set up a fair test, explain why it is fair and compare variables. • I can use a range of equipment, thermometers/data loggers to make measurements. • I can gather, record, classify and present data in different ways to help answer questions. • I can create and interpret diagrams, keys, bar charts and tables; using scientific language. • I can use findings to report results and conclusions in different ways, including oral and written explanations, presentation. • I can make a predictions and conclusions; suggest improvements; and raise further questions. • I can identify differences, similarities and changes related to an enquiry. 		<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • I can plan different types of scientific enquiry. • I can control variables in an enquiry. • I can measure accurately and precisely using a range of equipment, taking repeat measurements when appropriate. • I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • I can use the outcome of test results to make predictions and set up a further comparative fair test. • I can report findings from enquiries in a range of ways. • I can explain a conclusion from an enquiry. • I can suggest and analyse the reliability of observations/data gathered. • I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. • I can read, spell and pronounce scientific vocabulary accurately. 	