Springfield Progression of Vocabulary and Skills in Science

Science	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Making observations • Recording Information • Using sources	• Draw simple pictures • Talk about what they see and do • Use simple charts to communicate things • Identify key features • Ask questions	• Describe their observations using some scientific vocabulary • Use a range of simple texts to find information • Suggest how to find things out • Identify key features • Ask questions • Begin to select	• Use pictures, writing, tables and diagrams as directed by their teacher • Use simple texts, directed by their teacher, to find information • Record their observations in written, pictorial and diagrammatic representations • Select the appropriate format to record their observations	• Carry out accurate measurements • Record observations, comparisons and measurements using tables and bar charts • Begin to plot points to form a simple graph • Use graphs to point out and interpret patterns and their data • Select information from a range of sources provided to them	• Make a series of observations, comparisons by taking measurements with increasing precision • Record observation systematically • Use appropriate scientific language and conventions to communicate quantitative and qualitative data • Select a range of appropriate sources of information including books, websites, video and documentaries	• Measure quantities with precision using fine-scald divisions • Choose scales for graphs which show data and features effectively • Identify measurements and observations which do not fit in the main pattern • Make enough measurements or observations for the required task • Use appropriate ways to communicate quantitative data using scientific language • Select and use information effectively
• Testing skills • Presenting Evidence	• Test ideas suggested to them • Say what they think will happen • Use first-hand experience to answer questions • Begin to compare some living things	• Use simple equipment provided to aid observation • Compare objects, living things or events • Make observations relevant to their task • Begin to recognise when a test or comparison is unfair • Use first-hand experiences to answer questions	• Put forward own ideas about how to answer questions • Recognise the need to collect data to answer questions • Carry out a fair test with support • Recognise and explain why it is a fair test • With help, pupils begin to realise that scientific ideas are based on evidence	• With help, pupils begin to realise that scientific ideas are based on evidence • Demonstrate how to vary one factor whilst keeping others the same • Decide on an appropriate approach in their own investigations to answer questions	• Describe which factors they are varying and which will remain the same and why • Use previous knowledge and experience combined with experimental evidence to provide scientific explanations • Recognise the key factors to be considered in carrying out a fair test	• Describe evidence for a scientific idea • Use scientific knowledge to identify an approach for an investigation • Explain how the interpretation leads to new ideas

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• Analysing evidence • Evaluating and drawing conclusions	• Make simple comparisons and groupings • Say what has happened • Say whether what has happened was what they expected	• Say what their observations show and whether or not it was what they expected • Begin to draw simple conclusions and explain what they did • Begin to suggest improvements in their work	• Begin to offer explanations for what they see and communicate in a scientific way what they have found out • Begin to identify patterns in recorded measurements • Suggest improvements in their work • Evaluate their findings	• Predict outcomes using previous experience and knowledge and compare actual results • Begin to relate their conclusions to scientific knowledge and understanding • Suggest improvements in their work, giving reasons	• Make predictions based on scientific knowledge and understanding • Draw conclusions that are consistent with the evidence • Relate evidence to scientific knowledge and understanding • Offer simple explanations for differences in their results • Make practical suggestions for how their working methods could be improved	• Make reasoned and achievable suggestions on how to improve working methods and test their new methods, observing affect • Show how their interpretation of evidence can lead to new ideas • Explain conclusions, showing deepening understanding and knowledge of scientific ideas.