

Progression of Scientific Enquiry Skills in Science – St Augustine’s Catholic Primary

	RECEPTION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TOPICS over the YEAR		<ul style="list-style-type: none"> Animals including Humans Seasonal Changes Plants Everyday Materials 	<ul style="list-style-type: none"> Animals including humans Living things and their habitats Plants Uses of everyday materials 	<ul style="list-style-type: none"> Animals including Humans Plants Rocks and Fossils Light Forces and Magnets 	<ul style="list-style-type: none"> Animals including Humans Living Things and their Habitats States of Matter Sound Electricity 	<ul style="list-style-type: none"> Animals including Humans Living Things and Their Habitats Properties and Changes of Materials Earth and Space Forces 	<ul style="list-style-type: none"> Animals including Humans Living things and their Habitats Evolution and Inheritance Electricity Light
Planning	SE/R1 Comments and ask questions about aspects of his/her familiar world such as the place where he/she lives or the natural world	<ul style="list-style-type: none"> SE1 asking simple questions and recognising that they can be answered in different ways 		<ul style="list-style-type: none"> SE3.1 asking relevant questions and using different types of scientific enquiries to answer them SE3.2 setting up simple practical enquiries, comparative and fair tests 		<ul style="list-style-type: none"> SE5.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	
Observing	SE/R2 Talks about some of the things he/she has observed such as plants, animals, natural and found objects SE/R3 Looks closely at similarities, differences, pattern and change	<ul style="list-style-type: none"> SE2 observing closely, using simple equipment 		<ul style="list-style-type: none"> SE3.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 		<ul style="list-style-type: none"> SE5.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision 	
Recording	SE/R4 Talks about the features of his/her own immediate environment and how the environments might vary from one another	<ul style="list-style-type: none"> SE3 performing simple tests SE4 identifying and classifying SE5 gathering and recording data to help in answering questions 		<ul style="list-style-type: none"> SE3.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions SE3.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 		<ul style="list-style-type: none"> SE5.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs 	

Concluding	SE/R5 Makes observations of animals and plants and explains why some things occur, and talk about changes	<ul style="list-style-type: none"> • SE6 using their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> • SE3.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • SE3.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • SE3.8 identifying differences, similarities or changes related to simple scientific ideas and processes • SE3.9 using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • SE5.4 using test results to make predictions to set up further comparative and fair tests • SE5.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations • SE5.6 identifying scientific evidence that has been used to support or refute ideas or arguments.
-------------------	---	--	--	---