SCIENCE CURRICULUM MAP 2022-23
Matched to National Curriculum
In the context of our Science Curriculum

Progression of skills

SCIENCE (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1		
WORKING SCIENTIFICALLY SKILLS		
Ask questions • Ask simple questions and recognise that they can be answered in different ways.	**Measure and record** • Observing closely, using simple equipment. (Make relevant observations). • Perform simple tests. • Gather and record data to help answer questions	**Conclude** • Identify and classify (Recognise findings). • Use their observations and ideas to suggest answers to questions.

SCIENCE (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 2		
WORKING SCIENTIFICALLY SKILLS		
Ask questions • Ask simple questions that can be tested and suggest different ways of answering a question because they recognise that they can be answered in different ways.	**Measure and record** • Observe closely, using simple equipment (examine carefully). • Conduct simple tests. • Collect and record revenant data to help answer questions.	**Conclude** • Identify and classify and group key outcomes from enquiry. • Answer enquiry questions using data and ideas.

SCIENCE (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3			
WORKING SCIENTIFICALLY SKILLS			
Ask questions • Ask relevant questions (when prompted) and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Set up comparative tests.	**Measure and record** • Make systematic observations, using simple equipment. • Use standard units when taking measurements. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • With prompting, suggest how findings may be tabulated. • Gather, record, classify and present data in a variety of ways to help in answering questions.	**Conclude** • With prompting, report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use straightforward scientific evidence to answer questions or to support their findings. • Identify differences, similarities or changes related to simple scientific ideas and processes.	**Evaluate** • With prompting, Use results to draw simple conclusions, make predictions for new values. • Suggest possible improvements and raise further questions.

SCIENCE (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 4			
WORKING SCIENTIFICALLY SKILLS			
Ask questions • Ask relevant testable questions. • Plan investigations using different types of scientific enquiry. • Set up comparative and fair tests.	**Measure and record** • Make systematic and careful observations using a range of equipment, including thermometers and data loggers. • Take accurate measurements using standard units, where appropriate. • Record findings using simple scientific language, drawings and labelled diagrams. • Record findings using keys, bar charts, and tables. • Use various ways to record, group and display evidence to help to answer questions.	**Conclude** • Report on findings from enquiries, including oral and written explanations, of results and conclusions. • Report on findings from enquiries using displays or presentations. • Recognise patterns that relate to scientific ideas. • Use straightforward scientific evidence to answer questions or to support their findings.	**Evaluate** • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

SCIENCE (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 5			
WORKING SCIENTIFICALLY SKILLS			
Ask questions ▪ With prompting, plan different types of scientific enquiries to answer questions. ▪ With prompting, recognise and control variables where necessary.	**Measure and record** ▪ Select, with prompting, and use a range of appropriate scientific equipment to take readings. ▪ Take precise and accurate measurements using standard units. ▪ Take and process repeat readings when appropriate. ▪ Record data and results. ▪ Record data of increasing complexity using labelled scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs.	**Conclude** ▪ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships. ▪ With support, present findings from enquiries orally and in writing. ▪ With prompting, identify that not all results may be trustworthy. ▪ Suggest/identify how scientific evidence that has been used can support or refute ideas/ arguments/ conclusions.	**Evaluate** ▪ Use test results to make predictions and suggest further comparative or fair tests.

SCIENCE (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 6			
WORKING SCIENTIFICALLY SKILLS			
Ask questions ▪ Plan different types of scientific enquiries to answer questions. ▪ Recognise and control variables where necessary.	**Measure and record** ▪ Take measurements using a range of scientific equipment. ▪ Take measurements with increasing accuracy and precision. ▪ Take repeat readings when appropriate. ▪ Record data and results of increasing complexity using scientific diagrams and labels. ▪ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts. ▪ Record data and results of increasing complexity using line graphs.	**Conclude** ▪ Report and present findings from enquiries, including conclusions and causal relationships. ▪ Report and presents findings from enquiries in oral and written forms such as displays and other presentation. ▪ Report and present findings from enquiries, including explanations of, and degree of, trust in results. ▪ Identify scientific evidence that has been used to support or refute ideas or arguments.	**Evaluate** ▪ Use test results to make predictions to set up further comparative and fair tests.