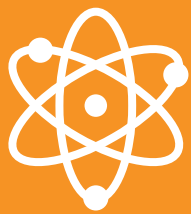




## Skills Ladder

|               | YEAR ONE  | YEAR TWO   |
|---------------|---|--|
| INVESTIGATION | <p><b>Sc1</b> Suggest what might happen and perform simple tests</p> <p><b>Sc2</b> Explore using senses and record findings in simple ways</p> <p><b>Sc3</b> Collect evidence to try to answer a question</p> | <p><b>Sc6</b> Explore and observe in order to collect data and describe and compare findings</p> <p><b>Sc7</b> With help, suggest some ideas and questions and predict what might happen</p>   |
| OBSERVATION   | <p><b>Sc4</b> Make simple comparisons through observation</p>   | <p><b>Sc8</b> Use first-hand observation, own experience and simple information sources to make comparisons and answer questions</p> <p><b>Sc9</b> Observe closely using simple equipment</p> <p><b>Sc10</b> Recognise ways in which evidence can be collected</p>   |
| APPLICATION   | <p><b>Sc5</b> Identify and classify based on simple criteria</p>  | <p><b>Sc11</b> Use simple scientific language</p> <p><b>Sc12</b> Perform simple tests</p> <p><b>Sc13</b> Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays</p> <p><b>Sc14</b> Say whether what happened was what was expected and draw simple conclusions to help answer questions</p> |



## Skills Ladder

|               | YEAR THREE   | YEAR FOUR  |
|---------------|--|--|
| INVESTIGATION | <p><b>Sc15</b> Ask relevant questions</p> <p><b>Sc16</b> With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p><b>Sc17</b> Suggest what might happen in comparative and fair tests</p>   | <p><b>Sc25</b> Set up and carry out simple practical enquiries, comparative and fair tests</p> <p><b>Sc26</b> Put forward ideas about testing and make predictions</p>   |
| OBSERVATION   | <p><b>Sc18</b> Make careful observations and comparisons</p> <p><b>Sc19</b> Recognise what constitutes a fair test</p> <p><b>Sc20</b> Identify simple patterns, changes, similarities and differences</p>  | <p><b>Sc27</b> Make close observations and comparisons</p> <p><b>Sc28</b> Observe patterns and suggest explanations</p> <p><b>Sc29</b> Collect data</p> <p><b>Sc30</b> Recognise and explain why a test is fair or unfair</p> <p><b>Sc31</b> Identify simple trends to answer questions</p>  |
| APPLICATION   | <p><b>Sc21</b> Make measurements using standard units</p> <p><b>Sc22</b> Discuss and describe findings</p> <p><b>Sc23</b> Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p><b>Sc24</b> Use results to draw simple conclusions</p> | <p><b>Sc32</b> Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p><b>Sc33</b> Use scientific evidence to answer questions</p> <p><b>Sc34</b> Use a range of equipment, including data loggers and thermometers</p> <p><b>Sc35</b> Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p><b>Sc36</b> Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p><b>Sc37</b> Use results to draw simple conclusions, suggest improvements and raise further questions</p> |



## Skills Ladder

|               | YEAR FIVE  | YEAR SIX   |
|---------------|--|--|
| INVESTIGATION | <p><b>Sc38</b> Plan different types of scientific investigations</p> <p><b>Sc39</b> Make predictions based on scientific knowledge</p> <p><b>Sc40</b> Carry out a range of scientific investigations</p>   | <p><b>Sc50</b> Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p><b>Sc51</b> Make predictions based on scientific knowledge and understanding</p> <p><b>Sc52</b> Carry out a range of scientific investigations</p>  |
| OBSERVATION   | <p><b>Sc41</b> Begin to recognise and control variables where appropriate during investigations</p> <p><b>Sc42</b> Identify trends and patterns and offer explanations for these</p>   | <p><b>Sc53</b> Recognise and control variables where appropriate during investigations</p> <p><b>Sc54</b> Identify scientific evidence that has been used to support or refute ideas</p>   |
| APPLICATION   | <p><b>Sc43</b> Carry out a fair test explaining why it is fair</p> <p><b>Sc44</b> Take measurements using a range of scientific equipment with increasing accuracy and precision</p> <p><b>Sc45</b> Understand why observations and measurements need to be repeated</p> <p><b>Sc46</b> Select information from provided sources</p> <p><b>Sc47</b> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</p> <p><b>Sc48</b> Produce written explanations of results, causal explanations and conclusions</p> <p><b>Sc49</b> Use results to make predictions for further tests</p> | <p><b>Sc55</b> Take measurements using a range of scientific equipment with accuracy and precision</p> <p><b>Sc56</b> Decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p><b>Sc57</b> Select information from a range of sources</p> <p><b>Sc58</b> Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p><b>Sc59</b> Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p><b>Sc60</b> Present reports of findings in written form, displays and presentations</p> <p><b>Sc61</b> Use test results to make predictions and set up further comparative and fair tests</p> |