Buxton Infant School **Working Scientifically Skills Progression**				
Skills	**F.S**	**Year 1**	**Year 2**	**Year 3**
Ideas and evidence in science	*Finding out and exploring. Showing curiosity about objects, events and people. *Using senses to explore the world around them. Engaging in open-ended activities. *Showing particular interests.	*to document observations in a variety of contexts to answer a question or test and idea.	*to collect and document observations/data in a variety of contexts to answer a question or test an idea*	*to collect evidence in a variety of contexts to answer a question or test an idea
Investigative skills - planning	*Having their own ideas. *Thinking of ideas. Finding ways to solve problems. *Finding new ways to do things.	*to ask simple questions and recognise that they can be answered in different ways. *to carry out simple tests. *begin to make predictions.	*to ask simple questions and recognise that they can be answered in different ways. *to carry out simple comparative tests. *begin to make predictions* *discuss what makes a fair and unfair test.*	*in a variety of contexts, to suggest questions and ideas and how to test them; *to make predictions about what will happen; *to think about how to collect sufficient evidence in some contexts; *to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests
Obtaining and presenting evidence	*Choosing ways to do things. *Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going. *Changing strategy as needed. Reviewing how well the approach worked.	*identifying, grouping and classifying. *gathering and recording data to help in answering questions. *observing closely, using simple equipment. *communicate their ideas and findings using primary and secondary sources of information.	*identifying, grouping and classifying. *gathering and recording data to help in answering questions. *observing closely, using simple equipment. *performing simple tests. *taking measurements in standard units, using a range of equipment. *communicating their ideas/findings (oral, written or pictorially).	*to make observations and comparisons; *to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively *to present results in drawings, bar charts and tables.

Considering evidence and evaluating	*Making links. *Making links and noticing patterns in their experience. *Making predictions. Testing their ideas. *Developing ideas of grouping, sequences, cause and effect.	*using their observations and ideas to suggest answers to questions.	*using their observations and ideas to suggest answers to questions. *observing changes and patterns over time. *to begin to draw conclusions/answer questions based on collected data.*	*to draw conclusions from results and begin to use scientific knowledge to suggest explanations for them; *to make generalisations and begin to identify simple patterns in results presented in tables

- *Italicised areas denote B.I.S.-specific areas of Working Scientifically Skills Progression*