

Progression in Thresholds Concepts in Science

Thresholds concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<p>Nature, processes and methods of science through science enquiries</p> <p>5 Science enquiry types</p> <ul style="list-style-type: none"> <li>• Observing over time</li> <li>• Pattern seeking</li> <li>• Identifying, Classifying and grouping</li> <li>• Comparative and fair testing</li> <li>• Resourcing using</li> </ul>	<ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment.</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest</li> </ul>	<ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking</li> </ul>	<ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including</li> <li>• Recognising and controlling variables where necessary</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat</li> </ul>

<p><i>secondary sources</i></p> <ul style="list-style-type: none"><li>• Collecting, presenting and analysing data</li></ul>	<p><i>answers to questions</i></p> <ul style="list-style-type: none"><li>• Gathering and recording data to help in answering questions.</li></ul>	<p><i>accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i></p> <ul style="list-style-type: none"><li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• Recording findings using simple scientific language,</li></ul>	<p><i>readings when appropriate</i></p> <ul style="list-style-type: none"><li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• Using test results to make predictions to set up further comparative and fair tests</li><li>• Reporting and presenting findings from enquiries, including conclusions,</li></ul>
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		<p>drawings, labelled diagrams, keys, bar charts, and tables.</p> <ul style="list-style-type: none"><li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• Using results to draw simple conclusions, make predictions for new values, suggest</li></ul>	<p>causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"><li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul>
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		<p>improvements and raise further questions.</p> <ul style="list-style-type: none"><li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>• Using straightforward scientific evidence to answer questions or to support their findings</li></ul>	
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