



## SKILLS PROGRESSION SCIENCE WORKING SCIENTIFICALLY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Ask questions to find out more and to check they understand what has been said to them. R</p> <p>Describe events in some detail. R</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. R</p>	<p><b><u>Animals including humans</u></b> Identifying and classifying. Asking simple questions (Grouping and classifying)</p> <p><b><u>Plants</u></b> Observing closely, using simple equipment. (Grouping and classifying)</p> <p><b><u>Seasonal changes</u></b> Observing closely, using simple equipment. Gathering and recording data to help in answering questions. (Observation over time) (Pattern seeking)</p>	<p><b><u>Animals including humans</u></b> Using their observations and ideas to suggest answers to questions. <b><u>Living things and their habitat</u></b> Identifying and classifying. Using their observations and ideas to suggest answers to questions. Observing closely, using simple equipment. (Researching using secondary resources- researching which animals live in a habitat). (Pattern seeking-any</p>	<p><b><u>Animals including humans</u></b> Recording findings using simple scientific language, drawings, labelled diagrams and tables (Research) Using straightforward scientific evidence to answer questions or to support their findings. (Research) <b><u>Plants</u></b> Asking relevant questions and using different types of scientific enquiries to answer them (Fair testing and observing over time) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Pattern seeking) <b><u>Rocks</u></b> recording findings using simple scientific language, drawings, labelled diagrams, keys, and tables (Grouping and classifying) identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p><b><u>Animals including humans</u></b> Using straightforward scientific evidence to answer questions or to support their findings. (Researching) Asking relevant questions and using different types of scientific enquiries to answer them (Comparative test) Identify differences, similarities or changes related to simple scientific ideas and processes. (Grouping and Classifying) <b><u>Living things and their habitat</u></b> Using straightforward scientific evidence to answer questions or to support their findings. (Researching) Asking relevant questions and using different types of scientific enquiries to answer them (Comparative test) Identify differences, similarities or changes related to simple scientific ideas and processes. (Grouping and Classifying) <b><u>Electricity</u></b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Observations) Reporting on findings from enquiries, including oral and written</p>	<p><b><u>Animals including humans</u></b> Recording data and results of increasing complexity using scientific diagrams and labels (Observing Over Time &amp; Pattern Seeking) <b><u>Living things and their habitat</u></b> Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations. (Research Using Secondary Sources) Recording data and results of increasing complexity using tables, and classification keys. (Grouping and Classifying) <b><u>Materials</u></b> <b><u>Properties and changes of materials</u></b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (Comparative and Fair Testing) Taking measurements, using a range of scientific</p>	<p><b><u>Animals including humans</u></b> Recording data and results of increasing complexity using scientific diagrams and labels (Research) Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations. (Research &amp; Observing) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. (Observing) <b><u>Living things and their habitat</u></b> Recording data and results of increasing complexity using tables, and classification keys. (Grouping &amp; Classifying) Identifying scientific evidence that has been used to support or refute ideas or arguments (Research) <b><u>Electricity</u></b></p>
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	<p><b><u>Materials Properties of materials</u></b> Using their observations and ideas to suggest answers to questions. Identifying and classifying. Perform simple tests. (Comparative testing)</p>	<p>features that animals have the same within a habitat). (Grouping and classifying). <b><u>Plants</u></b> Perform simple tests. Gathering and recording data to help in answering questions. Asking simple questions and recognising they can be answered in different ways. (Observation over time and comparative testing). <b><u>Materials Use of everyday materials</u></b> Gathering and recording data to help in</p>	<p>(Researching, Grouping and Classifying) recording and classifying to help answer questions (Grouping and Classifying setting up simple practical enquiries, comparative and fair tests (Comparative testing) <b><u>Light</u></b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers (Observing over time) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Pattern seeking) <b><u>Forces and Magnets</u></b> Using straightforward scientific evidence to answer questions or to support their findings. (Pattern seeking) Using results to draw simple conclusions, make predictions for new values, suggest improvements and</p>	<p>explanations, displays or presentations of results and conclusions (Pattern seeking) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Grouping &amp; Classifying) <b><u>States of matter</u></b> Identifying differences, similarities or changes related to simple scientific ideas and processes (Observations) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Comparative testing and Observing over time) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Research) <b><u>Sound</u></b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers</p>	<p>equipment, with increasing accuracy and precision, taking repeat readings where appropriate. (Comparative and Fair Testing) recording data and results of increasing complexity using scientific tables, bar and line graphs.  (Pattern Seeking) <b><u>Forces</u></b> Using test results to make predictions to set up further comparative and fair tests (Comparative and Fair Testing) Reporting and presenting findings from causal relationships. (Pattern Seeking) <b><u>States of matter</u></b> Use the fair test strand of enquiry during investigations. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (Comparative and Fair Testing)</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Using test results to make predictions to set up further comparative and fair tests Recording data and results of increasing complexity using scientific diagrams and charts. (Comparative and Fair Testing)  <b><u>Light</u></b> Making systematic and careful observations and taking accurate measurements. (Pattern Seeking) Using test results to make predictions to set up further comparative and fair tests (Comparative and Fair Testing) <b><u>Evolution and inheritance</u></b> Recording data and results of increasing complexity using scientific diagrams and labels Reporting and presenting findings from enquiries, including conclusions, in oral</p>
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		<p>answering questions. Perform simple tests. (Comparative testing).</p>	<p>raise further questions (Fair testing)</p>	<p>(Comparative testing and Observations) Setting up simple practical enquiries, comparative and fair tests (Comparative and Fair testing)</p>	<p><b><u>Earth and Space</u></b> Identifying scientific evidence that has been used to support or refute ideas or arguments (Research)</p>	<p>and written forms such as displays and other presentations. (Research) Identifying scientific evidence that has been used to support or refute ideas or arguments (Research)</p>
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