Progression of skills in Science

Early Years Foundation Stage (Reception)	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Pupils should be taught to:

	Working Scientifically					
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Answer 'how' and 'why' questions about their experiences.	• Asking simple questions and recognising that they can be answered in different ways		• Asking relevant questions and using different types of scientific enquiries to answer them		• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	
	• Asking simple questions when investigating something new.	• Recognise that questions can be answered in different ways.	• Questions are relevant to the unit being studied and are answered using enquiries suggested by adults or others.	• Children begin to suggest the type of Scientific Enquiry most suitable for answering questions	• Plan different types of enquiry to answer questions, with support recognising variables.	• Recognise and control variables where necessary.
• Handle equipment and tools appropriately.	• Observing closely, using simple equipment		• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.		• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
	• Handle and use simple equipment such as magnifying glasses.	• Describe the effect/difference of using the equipment. For example – describe how magnifying glass improves view.	• Take measurements over intervals, using measurements learned – links with maths.	• Take accurate measurements, suggesting suitable timeframes for enquiries and use equipment independently.	• Record complex data, using more detailed scientific diagrams and labels, tables, bar and line graphs.	• Use classification keys and scatter graphs.
	• Performing simple tests		• Setting up simple practical enquiries, comparative and fair tests.		• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	
	• Using equipment and methods guided by an adult.	• Begin to suggest ideas for equipment to be used.	• Set up simple enquiries when provided with equipment.	• Choose appropriate and relevant equipment from a given variety to create comparative and fair tests.	• Take measurements using a range of equipment. Begin to take repeat readings for the purpose of 'fair test' when necessary.	• Identify when a repeat reading is appropriate/necessary.
• Make observations of animals and plants and explain why some things occur (Understanding the world).	• Identifying and classifying		• Gathering, recording, classifying and presenting data in a variety of ways to help in answering the question		• Using test results to make predictions to set up further comparative and fair tests	
	• Classify using simple models based on one different characteristic.	• Use more detailed models e.g. 3 circle Venn diagrams, Carroll diagrams etc.	• Suggest the best ways of gathering, recording and classifying data.	• Present in a variety of ways and begin to notice patterns in data and suggest possible reasons for this. Record data with increasing accuracy.	• Use others' test results to set up further comparative and fair tests.	• Use their own test results to set up further comparative and fair tests. Consider adapting original hypothesis.
	• Gathering and recording data to help in answering questions		• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Identifying differences, similarities or changes related to simple scientific ideas and processes		• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
	• Use raw data to answer simple questions.	• Use raw data to answer more complex questions (how many more etc).	• Be able to orally discuss findings, using basic scientific language and provide written explanations with support. • Identify differences or similarities between scientific ideas.	• Be able to present results and conclusions of what they have found to others, using detailed scientific vocabulary. • Compare differences and changes between scientific ideas and processes.	• Report and present findings from enquiries, including conclusions in oral and written forms such as displays and other presentations.	• Report and present on causal relationships, discussing degrees of trust.

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• Talk about changes related to observations. (Understanding the world).	• Using their observations and ideas to suggest answers to questions.		• Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. • Using straightforward scientific evidence to answer questions or to support their findings. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		• Identifying scientific evidence that has been used to support or refute ideas or arguments.	
	• Answer simple questions which have been given by a teacher.	• Suggest answers to questions of their own and those of classmates based on their own ideas and observations.	• Use simple, scientific language, drawings and bar charts. • Use scientific evidence to answer simple questions with support. • Use results to draw simple conclusions and make predictions for new values.	• Use labelled diagrams, keys and tables. • Use evidence to support findings. • Suggest improvements and raise further questions.	• Identify evidence that has been used to support ideas or arguments.	• Identify evidence that has been used to support or refute ideas or arguments.
	Plants/All Living Things					
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Can talk about the features and areas around them and how environments can be different.	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.	• Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things.	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. <u>Evoluton and Inheritance</u> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
	Animals Including Humans					
• Know about the similarities and differences between themselves and others.	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	• Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.	• Describe the changes as humans develop to old age.	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans.
	Light and Sound					

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	•	•	• Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	•	• Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Forces and Electricity						
	•	•	• Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	• Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.	• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.
Earth and Space						
	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	•	•	•	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	•
Materials, States of Matter and Rocks						
• Know about similarities and differences in relation to places, objects and materials.	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.	• Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. • Demonstrate that dissolving, mixing	

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					and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	