



John Mayne C of E Primary School

Progression of Skills-Science

Strands of learning	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Working Scientifically Planning	<p>Ask questions based on exploration of the world around them.</p> <p>Respond to prompts by making some suggestions about how to find an answer.</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Use simple secondary sources to find answers.</p> <p>Talk about similarities and differences</p>	<p>Respond to suggestions of how to answer questions about the world around them and ask effective and relevant questions.</p> <p>Recognise when and how secondary sources should be used.</p> <p>Discuss the most appropriate type of scientific enquiry to use to answer questions.</p> <p>Recognise that questions can be answered in different ways</p>	<p>Raise own relevant questions and use different types of scientific enquiry to answer questions.</p> <p>Recognise when and how secondary sources should be used.</p> <p>Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>Recognise and identify the factors needed to make a test 'fair'. Identify</p>	<p>Explore ideas and raise a range of relevant questions.</p> <p>Recognise which secondary sources are most useful and begin to recognise the difference between fact and opinion.</p> <p>Select and plan the most appropriate type of scientific enquiry for answering a scientific question.</p> <p>Decide which variables to measure change</p>	<p>Explore ideas and raise a range of different kinds of relevant questions based on accurate scientific principles.</p> <p>Recognise and use the secondary sources that are most useful separating opinion from fact.</p> <p>Select and plan accurately the most appropriate type of scientific enquiry for answering scientific questions.</p>	<p>Use simple models to describe scientific ideas.</p> <p>Explain how to construct a complex test.</p> <p>Plan different types of enquiries to answer questions and put measures in place to ensure accuracy and reliability.</p> <p>Select the most suitable variables to be investigated.</p> <p>Identify some variables that cannot be controlled or explain.</p>



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				<p>the factors in a simple 'fair' test that we will measure (variables) and keep the same (control).</p>	<p>and keep the same.</p> <p>Demonstrate how to change one factor (variable) whilst keeping others the same (control).</p> <p>Identify and use an appropriate unit to measure variables effectively</p>	<p>Decide which variables to measure change and keep the same.</p> <p>Demonstrate how to change one factor (variable) whilst keeping others the same (control).</p> <p>Identify and use an appropriate unit to measure variables effectively</p>	<p>Recognise some situations in which a fair test cannot be carried out</p>
<p>Working Scientifically Observation & Recording</p>	<p>Respond to prompts by making some suggestions about how to make an observation.</p> <p>Use senses and simple equipment to</p>	<p>Carry out instructions for a simple investigation.</p> <p>Talk about and record what is seen and observed Take accurate measurements using simple</p>	<p>Describe what happens when taking part in simple investigations/fair tests.</p> <p>Begin to make decisions about what to observe, how long to observe for?</p>	<p>Recognise when to set up simple practical enquires, comparative and fair tests.</p> <p>Make decisions about what to observe, how long to observe for, and the type</p>	<p>Recognise when and how to set up comparative and fair tests and begin to explain which variables need to be controlled and why.</p> <p>Make decisions about what to</p>	<p>Recognise when and how to set up comparative and fair tests and clearly explain which variables need to be controlled and why.</p> <p>Make independent</p>	<p>Recognise when and how to set up comparative and fair tests and clearly explain which variables need to be controlled and why.</p> <p>Record observations</p>



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	<p>make observations.</p> <p>Talk about what happens and record using words and pictures.</p> <p>Begin to record data in simple template</p>	<p>equipment e.g. cm and scales with one interval.</p> <p>Begin to identify and classify data and information.</p> <p>Record data using simple charts, tables and block graphs.</p>	<p>Read simple scales and take accurate measurements using standard units, e.g. Thermometers, graduated beakers and data loggers.</p> <p>Talk about criteria for grouping, sorting and classifying, use simple keys.</p> <p>Record data using a range of charts, tables and block graphs/ pictograms and labelled diagrams.</p>	<p>of equipment needed.</p> <p>Make systematic and accurate observations and measurements.</p> <p>Use a range of measuring equipment appropriately including thermometers, data loggers etc.</p> <p>Gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>Use and construct increasingly complex tables, bar graphs and keys to record findings.</p>	<p>observe, what measurements to use and how long to measure them for.</p> <p>Choose appropriate equipment to make measurements, using standard units of measure and simple scales accurately and with precision.</p> <p>Gather, record, classify and present a range of data in different ways.</p> <p>Record data and results using scientific diagrams and labels, classification keys, tables, and</p>	<p>and well-founded decisions about what to observe, what measurements to use and how long to measure them for.</p> <p>Choose the most appropriate equipment (with a variety of intervals and units) to make measurements and explain how to use accurately and with precision.</p> <p>Gather, record, classify and present data in a wide range of ways.</p> <p>Use a wide range of methods to</p>	<p>and measurements systematically.</p> <p>Choose the most efficient units of measurement and convert as and when appropriate.</p> <p>Present comparative data in a range of formats including, pie charts, line graphs and scatter grams etc.</p> <p>Label diagrams using appropriate scientific symbols, e.g. circuit diagrams in parallel.</p>
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					bar and line graphs	record data including line graphs, scientific diagrams, classification keys, scatter, bar and line graphs etc	
Working Scientifically Conclusions	<p>Begin to use simple features to compare objects, materials and living things.</p> <p>Identify what has changed when observing objects, living things or events.</p> <p>Talk in simple terms about what might happen based on own experiences.</p>	<p>Talk about describe and sort simple similarities and differences, noting patterns and relationships.</p> <p>Record and communicate findings in a range of ways using simple scientific language.</p> <p>Talk about what has been found out and how it was discovered.</p>	<p>Begin to look for patterns and decide what data to collect to identify them.</p> <p>Talk about data collected from observations and measurements, using drawings, labelled diagrams, notes, simple tables and keys, standard units and simple equipment including data loggers.</p> <p>Begin to draw and express some conclusions, by</p>	<p>Look for patterns and decide on the range of data needed to identify them.</p> <p>Collect data from observations and measurements, using notes, simple tables and standard units, using drawings, labelled diagrams, keys, bar charts and tables.</p>	<p>Decide how to record data from a choice of familiar approaches.</p> <p>Use relevant scientific language to communicate findings and justify scientific ideas.</p> <p>Look for different relationships in data and begin to identify evidence that refutes or supports ideas.</p>	<p>Decide in detail how to record data accurately from a choice of familiar approaches.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify findings and scientific ideas.</p> <p>Look for a range of different relationships in data and begin to identify evidence that</p>	<p>Use quantitative and qualitative data to support conclusions.</p> <p>Use scientific knowledge and understanding to challenge the conclusions of others.</p> <p>Identify a range of scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Identify when tests need to be repeated in</p>



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		Talk in simple scientific terms about what might happen and why? (prediction)	looking at changes, patterns, similarities and differences in data. Begin to identify new questions arising from data, make new predictions for new values within or beyond the data collected.	Identify changes, patterns, similarities and differences in data in order to draw conclusions. Suggest improvements and identify new questions arising from data, make new predictions for new values within or beyond the data collected. Report on findings from enquires including oral and written explanation	Make practical suggestions about how working methods could be improved. Use results to identify when further tests and observations might be needed. Make general statements such as: 'the hotter the water, the faster the sugar dissolves'	refutes or supports ideas. Identify when tests need to be repeated in order to attain reliable results Use test results to make predictions and set up further comparative and fair tests. Make increasingly measured general statements such as: 'As the temperature increases the mass of the sugar which can be dissolved increases.'	order to attain reliable results. Use test results to make predictions, supported by relevant and accurate evidence to set up further comparative and fair tests
National Curriculum Programme of Study	Subject Content at Key Stage One Plants – identify and name types of common flowers and trees and life cycles of plants			Subject Content at Key Stage Two Plants Animals, including Humans Rocks			



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	<p>Animals including Humans – classifying and naming animals and exploring habitats and needs.</p> <p>Everyday Materials – identify, name and describe properties. Compare and group materials and explore their uses</p> <p>Seasonal Change</p> <p>Living things and their Habitats</p>	<p>Light</p> <p>Forces and Magnets</p> <p>Living things and their Habitats</p> <p>States of Matter</p> <p>Sound</p> <p>Electricity</p> <p>Properties and changes of Materials</p> <p>Earth and Space</p> <p>Forces</p> <p>Evolution and Inheritance</p>
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