

# Skills progression in Science



## EYFS

	Our Body	Senses	Space	Animals	Plants	Food
PD: Begin to show accuracy and care when drawing						
PD: Use a range of small tools, including scissors, paint brushes and cutlery						
PD: Negotiate space and obstacles safely, with consideration for themselves and others						
PD: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases						
UW: Explore the natural world around them, making observations and drawing pictures of animals and plants						
UW: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class						
UTW: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class						
UTW: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps						
UW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter						
ED: Make use of props and materials when role playing characters in narratives and stories						
ED: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function						
ED: Share their creations, explaining the process they have used						
ED: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music						

PSED: Show an ability to follow instructions involving several ideas or actions						
PSED: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						
PSED: Explain the reasons for rules, know right from wrong and try to behave accordingly						
PSED: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate						
PSED: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge						
PSED: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly						
M: Compare quantities up to 10 (and beyond) in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity						
M: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts						
M: Have a deep understanding of number to 10, including the composition of each number						
CL: Make comments about what they have heard and ask questions to clarify their understanding						
CL: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate						
CL: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary						
CL: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions						

# Year 1

	Seasonal Changes	Animals including humans 1 – All about me	Everyday Materials 1 – Exploring everyday materials	Everyday Materials 2 – Building unit	Plants	Animals including humans 2 – All about animals
Asking simple questions and recognize that they can be answered in different ways						
Observe closely, using simple equipment						
Perform simple tests						
Identify and classify						
Use observations and ideas to suggest answers to questions						
Gather and record data to help in answering questions						

## Year 2

	Uses of everyday materials	Living things and their habitats	Living things and their habitats – Habitats around the world	Animals including humans 1 – Health and survival	Animals including humans 2 – Life cycles	Plants
Asking simple questions and recognize that they can be answered in different ways						
Observe closely, using simple equipment						
Perform simple tests						
Identify and classify						
Use observations and ideas to suggest answers to questions						
Gather and record data to help in answering questions						

## Year 3

	Scientific Enquiry	Animals including humans	Rocks	Forces and magnets	Plants	Light
Ask relevant questions and use different types of scientific enquiries to answer them						
Set up simple practical enquiries, comparative and fair tests						
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers						
Gather, record, classify and present data in a variety of ways to help in answering questions						
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables						
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions						
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions						
Identify differences, similarities or changes related to simple scientific ideas and processes						
Use straightforward scientific evidence to answer questions or to support their findings						

## Year 4

	Animals including humans	Living things and their habitats	Living things and their habitats - conservation	States of matter	Sound	Electricity
Ask relevant questions and use different types of scientific enquiries to answer them						
Set up simple practical enquiries, comparative and fair tests						
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers						
Gather, record, classify and present data in a variety of ways to help in answering questions						
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables						
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions						
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions						
Identify differences, similarities or changes related to simple scientific ideas and processes						
Use straightforward scientific evidence to answer questions or to support their findings						

## Year 5

	Forces	Properties of materials	Changes of materials	Animals including humans	Earth and space	Living things and their habitats
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary						
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate						
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs						
Use test results to make predictions to set up further comparative and fair tests						
Report and present 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						
Identify scientific evidence that has been used to support or refute ideas or arguments						

## Year 6

	Electricity	Light	Animals including humans	Living things and their habitats	Evolution and inheritance	Looking after the environment
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary						
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate						
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs						
Use test results to make predictions to set up further comparative and fair tests						
Report and present 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						
Identify scientific evidence that has been used to support or refute ideas or arguments						