



**Science Progression of skills Map linked to the National**

**Curriculum Subject Leader - Robert Burchell**

EYFS						
<p><b>ELG:</b> the Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<ul style="list-style-type: none"> <li>In addition to science being taught as a discrete subject, opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in the areas of provision. Investigation areas, inside and outdoors, are resourced with a wide range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment. Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions</li> </ul>						
Year 1						
Scientific Skill	Animals including humans All about me	Seasonal Changes	Everyday materials Exploring everyday materials	Plants	Animals including humans All about animals	Everyday materials Building
Asking simple questions and recognise that they can be answered in different ways						
Observe closely, using simple equipment						
Perform simple tests						
Identify and classify						
Using their observations and ideas to suggest answers to questions						
Gather and record data to help in answering questions						

Year 2						
Scientific Skill	Animals including humans Growth	Animals including humans Life cycles	Uses of everyday materials	Plants	Living things and their habitats	Living things and their habitats Habitats from around the world
Asking simple questions and recognise that they can be answered in different ways						
Observe closely, using simple equipment						
Perform simple tests						
Identify and classify						
Using their observations and ideas to suggest answers to questions						
Gather and record data to help in answering questions						

Year 3						
Scientific Skill	Animals including humans	Scientific Enquiry	Rocks	Forces and magnets	Light	Plants
Asking relevant questions and using 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, taking accurate measurements using standard units, using 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**

<b>Scientific Skill</b>	<b>Animals including humans</b>	<b>States of matter</b>	<b>Electricity</b>	<b>Sound</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats Conservation</b>
Asking relevant questions and using 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, taking accurate measurements using standard						

units, using 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						
Scientific Skill	Earth and Space	Living things and their habitats	Properties of materials	Changes of materials	Forces	Animals including humans
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						
Scientific Skill	Electricity	Light	Animals including humans	Evolution and inheritance	Living things and their habitats	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						