

SCIENCE

Knowledge and Skills Progression

Year Group	EYFS	1	2	3	4	5	6
Enquiring		Explore the world Raise simple ?s Practical activities Ask ?s -Use simple 2ndry sources to find answers	Explore the world Raise simple ?s Practical activities Ask ?s -Use simple 2ndry sources to find answers	Raise relevant ?s about the world. Recognise when and how 2ndry sources might help them to answer ?s	Make decisions about the most appropriate type of scientific enquiry they might use to answer questions	Use their science experiences to explore ideas / raise different kinds of ?s Talk about how scientific ideas have developed over time Select / plan most appropriate scientific enquiry to use to answer scientific ?s Recognise which secondary sources will be most useful to research their ideas Begin to separate opinion from fact	Use their science experiences to explore ideas / raise different kinds of ?s Talk about how scientific ideas have developed over time Select / plan most appropriate scientific enquiry to use to answer scientific ?s Recognise which secondary sources will be most useful to research their ideas Begin to separate opinion from fact
Observing		Observe closely using simple equipment with help, observe changes over time	Observe closely using simple equipment with help, observe changes over time	Make careful observations, decide on how long to observe for	Make systematic and careful observations. Help to make decisions about what observations to make /equipment to use	Make their own decisions about what observations to make, what measurements to use and how long to make them for	Make their own decisions about what observations to make, what measurements to use and how long to make them for
Testing /measuring		With support carry out simple tests Use simple measurements	Carry out simple tests Use simple measurements	Set up simple practical enquiries, comparative and	Set up simple practical enquiries, comparative and fair tests , decide how to set it up	Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why	Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why

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		and equipment to gather data	and equipment to gather data	fair tests , decide how to set it up Begin to take accurate measurements using standard units. Be taught how to use a range of equipment	Begin to take accurate measurements using standard units. Be taught how to use a range of equipment	Choose the most appropriate equipment to make measurements with increasing precision/ explain how to use it accurately. Take repeat measurements if needed.	Choose the most appropriate equipment to make measurements with increasing precision/ explain how to use it accurately. Take repeat measurements if needed.
Recording /Reporting		Begin to recognise different ways in which they might answer science ?S Use simple measurements and equipment to gather data with support Record simple data	Begin to recognise different ways in which they might answer science ?S Use simple measurements and equipment to gather data Record simple data	Help to make decisions about how to analyse this data Collect and record data from observations / measurements in a variety of ways Begin to look for naturally occurring patterns/ relationships, decide what data to collect to identify them	Help to make decisions about how to analyse this data Collect and record data from observations / measurements in a variety of ways Find naturally occurring patterns and relationships, decide what data to collect to identify them	Use their results to make predictions and identify when further observations, comparative / fair tests might be needed Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Use their results to make predictions and identify when further observations, comparative / fair tests might be needed Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Evaluating /Analysing data		With guidance, begin to notice patterns and relationships	With guidance, begin to notice patterns and relationships	With help look for changes, patterns, similarities and differences in their data in order	Use relevant simple scientific language to discuss ideas/ communicate	Look for different causal relationships in data/ identify evidence that refutes or supports their ideas	Look for different causal relationships in data/ identify evidence that refutes or supports their ideas

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		Use their observations and ideas to suggest answers to ?s - talk about what they have found out and how they found it out With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language	Use their observations and ideas to suggest answers to ?s- talk about what they have found out and how they found it out with help, they should record and communicate their findings in a range of ways and begin to use simple scientific language	to draw simple conclusions and answer ?s. with support, they should identify new ?s arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.	findings for different audiences oral and written explanations, displays or presentations of results and conclusions Identify new ?s arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.	Identify scientific evidence that has been used to support or refute ideas or arguments use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results	Identify scientific evidence that has been used to support or refute ideas or arguments use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results
Identifying /Classifying		Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them	Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them	Talk about criteria for grouping, sorting and classifying; and use simple keys	Talk about criteria for grouping, sorting and classifying; and use more detailed keys	Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment	Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment