



Subject: Science

Curriculum Skills and Progression Map

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered		<p>Terms 1 & 2: Weather Everyday materials</p> <p>Terms 3 & 4: Animals, including humans</p> <p>Term 5 & 6: Plants Human body & senses</p>	<p>Terms 1 & 2: Everyday materials</p> <p>Terms 3 & 4: Animals, including humans</p> <p>Term 5 & 6: Living things and their habitats Plants</p>	<p>Terms 1 & 2: Rocks Forces</p> <p>Terms 3 & 4: Forces Light</p> <p>Term 5 & 6: Plants Animals, including humans</p>	<p>Terms 1 & 2: Sound Electricity</p> <p>Terms 3 & 4: Everyday materials Animals, including humans</p> <p>Term 5 & 6: Living things and their habitats Everyday materials</p>	<p>Terms 1 & 2: Forces Earth and Space</p> <p>Terms 3 & 4: Everyday materials</p> <p>Term 5 & 6: Animals, including humans Plants</p>	<p>Terms 1 & 2: Light Electricity</p> <p>Terms 3 & 4: Evolution and inheritance</p> <p>Term 5 & 6: Living things and their habitats Animals, including humans</p>
Asking Questions and Carry Out Fair and Comparative Tests	<p>Understand “why” questions; make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Explore the world around them, leading them to ask some simple scientific questions about how and why things happen; begin to recognise ways in which they might answer scientific questions; experience different types of scientific enquiries, including practical activities.</p>	<p>Carry out simple practical tests, using simple equipment; talk about the aim of scientific tests they are working on; ask people questions and use simple secondary sources to find answers.</p>	<p>Start to raise their own relevant questions about the world around them in response to a range of scientific experiences; start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a fair test is necessary.</p>	<p>Help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used; set up and carry out simple comparative and fair tests.</p>	<p>With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; explore and talk about their ideas, raising different kinds of scientific questions; with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.</p>	<p>Ask their own questions about scientific phenomena; plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; use their test results to identify when further tests and observations may be needed; use test results to make predictions for further tests.</p>

Observing and Measuring Change	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Observe the natural and humanly constructed world around them; observe changes over time.	Use simple measurements and equipment; make careful observations, sometimes using equipment to help them observe carefully.	Make systematic and careful observations; observe changes over time; ask their own questions about what they observe.	Use a range of equipment, including thermometers and data loggers; where appropriate, take accurate measurements using standard units using a range of equipment.	Choose the most appropriate equipment to make measurements and explain how to use it accurately; take measurements using a range of scientific equipment with increasing accuracy and precision.	Make careful and focused observations; know the importance of taking repeat readings and take repeat readings where appropriate.
Identifying, Classifying, Recording and Presenting Data	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.	Use simple features to compare objects, materials and living things; decide how to sort and classify objects into simple groups with some help; record and communicate findings in a range of ways with support.	Sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.	Talk about criteria for grouping, sorting and classifying; group and classify things; collect data from their own observations and measurements; record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Present data in a variety of ways to help in answering questions; use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.	Independently group, classify and describe living things and materials; use and develop keys and other information records to identify, classify and describe living things and materials.	Decide how to record data from a choice of familiar approaches; record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.
Drawing Conclusions, Noticing Patterns and Presenting Findings	Articulate their ideas and thoughts in well-formed sentences; Describe events in some detail.	Begin to notice patterns and relationships with support; begin to draw simple conclusions; use simple and scientific language; talk about their findings to a variety of audiences in a variety of ways.	Notice links between cause and effect with support; read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1; identify and discuss differences between their results.	Draw simple conclusions from their results; make predictions; suggest improvements to investigations; talk about what they have found out.	Write about what they have found out; raise further questions which could be investigated; report and present their results and conclusions to others in written and oral forms with increasing confidence.	Notice patterns; draw conclusions based in their data and observations; use their scientific knowledge and understanding to explain their findings; identify patterns that might be found in the natural environment.	Read, spell and pronounce scientific vocabulary correctly; discuss the degree of trust they can have in a set of results; look for different causal relationships in their data; independently report and present their conclusions to others in oral and written forms.

Using Scientific Evidence and Secondary Sources of Information				Make links between their own science results and other scientific evidence; use straightforward scientific evidence to answer questions or support their findings.	Identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	Use primary and secondary sources evidence to justify ideas; identify evidence that refutes or supports their ideas; use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact; talk about how scientific ideas have developed over time.
---	--	--	--	---	---	---	---