Progression of skills in science

EYFS Our environment; Materials around us; Growth and differences between plants and animals; Ourselves and others	**Year 1** Plants; Animals, including humans; Everyday materials; Seasonal changes	**Year 2** Living Things and their Habitats; Plants Animals including humans; Uses of everyday materials	**Year 3** Plants; Animals including humans; Rocks; Light; Forces and Magnets
• Talking about the features of their own immediate environment and how environments might vary from one another. • Understanding similarities and differences in relation to places, objects, materials and living things. • Talking about past and present events in their own lives and in the lives of family members. • Understanding similarities and differences between themselves and others, and among families, communities and traditions. • Making observations of animals and plants and explaining why some things occur and change.	• Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment and measurement • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering, recording and communicating data and findings to help in answering questions. • Using scientific language and read and spell age-appropriate scientific vocabulary • Beginning to notice patterns and relationships.	• Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment and measurement • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering, recording and communicating data and findings to help in answering questions. • Using scientific language and read and spell age-appropriate scientific vocabulary • Beginning to notice patterns and relationships.	• Making decisions, asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations using notes and simple tables • Taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings. • Beginning to look for naturally occurring patterns and relationships • Recognising when and how secondary sources might help them to answer questions that cannot be answered through practical investigations

Year 4 Living things and their Habitats Animals including humans; States of matter; Sound; Electricity	**Year 5** Living things and their Habitats; Animals, including Humans; Properties and changes of materials; Earth and space; Forces	**Year 6** Living things and their Habitats; Animals, including Humans; Evolution and Inheritance; Electricity
• Making decisions, asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations using notes and simple tables • Taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings. • Begin to look for naturally occurring patterns and relationships • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	• Making decisions, asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations using notes and simple tables • Taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings. • Beginning to look for naturally occurring patterns and relationships • Recognising when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting 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 • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. • Recognising that scientific ideas change and develop over time. • Drawing conclusions based on their data and observations, using evidence to justify their ideas, as well as their scientific knowledge and understanding to explain their findings. • Pupils should read, spell and pronounce scientific vocabulary correctly.