



Skills Progression Map

Subject: Science

Leader: Bethany Bailey

	Planning and predicting	Investigating and observing	Recording, analysing and evaluating	Topics
EYFS	<p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>			Following the children's interests while ensuring coverage of skills.
Y1	<p>Suggest what might happen and test their ideas in various ways.</p>	<p>Make observations using appropriate senses. Explore using the five senses. Make simple comparisons and groupings.</p>	<p>Communicate findings in simple ways. Collect evidence to try and answer questions.</p>	<p>Rolling programme with Y1/Y2</p> <p>Y1</p> <p>Seasonal changes Plants Everyday materials Animals including humans</p>
Y2	<p>With help, suggest ways some ideas and questions. Think about how to collect evidence. Suggest what might</p>	<p>Make observations and comparisons using simple equipment and follow simple instructions. Use first-hand experience</p>	<p>Record findings in simple ways including tables, graphs etc. Say whether what</p>	<p>Rolling programme with Y1/Y2</p> <p>Y2:</p>

	<p>happen. Think about and discuss whether comparisons for tests are fair or unfair.</p>	<p>and, with help, simple information sources to answer questions.</p>	<p>happened was what was expected and draw conclusions.</p>	<p>Living things and their habitats Plants Everyday materials Animals including humans</p>
Y3	<p>Respond to suggestions. With help put forward ideas about testing. Make predictions. With help, consider what constitutes a fair test. With help, carry out a fair test.</p>	<p>Make observations and comparisons. Measure length, volume of liquid and time in standard measures using simple measuring equipment. Use first-hand experience and simple information sources to answer questions.</p>	<p>Communicate findings in a variety of ways. Say whether what happened was what was expected. With help, identify simple patterns and suggest explanations.</p>	<p>Rolling programme with Y3/Y4 Y3: Forces including magnets Rocks Light Animals including humans (skeletons) Plants</p>
Y4	<p>Recognise why it is important to collect data to answer questions. Suggest questions that can be tested. Put forward ideas about testing and make predictions. With help, consider what constitutes a fair test.</p>	<p>Make relevant observations and comparisons. Make measurements of temperature, time and force, as well as measurements of length. Begin to think about why measurements of length should be repeated. With help, carry out a fair test recognising and explaining why it is fair.</p>	<p>Explain what the evidence shows in a scientific way and whether it supports predictions. Suggests improvements in their work.</p>	<p>Rolling programme with Y3/Y4 Y4: Animals including humans (digestive system and teeth) States of Matter Electricity Sound Living things and their habitats</p>

Y5	<p>Recognise that scientific ideas are based on evidence and creative thinking. Make predictions based on scientific knowledge. Suggest methods of testing including a fair test. Suggest how to collect evidence. Select suitable equipment.</p>	<p>Carry out a fair test explaining why it is fair. Understand why observations and measurements need to be repeated. Select information from provided resources.</p>	<p>Communicate findings in a variety of ways. Identify simple trends and patterns. Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT. Identify trends and patterns and offer explanations for these. To draw conclusions and communicate them using appropriate scientific language. Suggest improvements in their work, giving reasons.</p>	<p>Rolling programme with Y5/Y6</p> <p>Y5:</p> <p>Animals including humans Forces and magnets Earth and Space Living things and their habitats Materials and their properties States of Matter</p>
Y6	<p>Consider how scientists have combined evidence from observations and measurements with creative thinking to suggest new ideas and explanations for phenomena.</p>	<p>Carry out a fair test, identifying key factors to be considered. Make a variety of relevant observations and measurements using simple apparatus correctly. Decide when observations</p>	<p>Communicate findings in tables, bar charts and line graphs, whilst making appropriate use of ICT. Identify trends and patterns and</p>	<p>Rolling programme with Y5/Y6</p> <p>Y6:</p> <p>Electricity Living things and their habitats</p>

	<p>Make predictions based on scientific knowledge and understanding. Suggest methods of testing including a fair test and how to collect evidence, ensuring it is sufficient and appropriate.</p>	<p>and measurements need to be checked, by repeating, to give more reliable data. Select information from a range of sources.</p>	<p>results that do not appear to fit the pattern. Provide explanations for differences in observations and measurements. Draw conclusions and communicate them in appropriate scientific language. Make practical suggestions for improving methods in their work giving suggestions.</p>	<p>Light Animals including humans Evolution and Inheritance</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------