

## Skill Progression in Science at Foundation Stage

	Communication and Language
	<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> </ul>
	Physical Development
	<ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Understanding the World
	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Explore how things work.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Explore the natural world around them.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>

## Skill Progression in Science at Key Stage 1

	Working Scientifically
<b>Year 1 and Year 2</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>

## Skill Progression in Science at Key Stage 2

Skill Progression in Science at Key Stage 2	
	Working Scientifically
Year 3 and Year 4	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• ☑ setting up simple practical enquiries, comparative and fair tests</li> <li>• ☑ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• ☑ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• ☑ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• ☑ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• ☑ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• ☑ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• ☑ using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>

## Skill Progression in Science at Key Stage 2

Skill Progression in Science at Key Stage 2	
	Working Scientifically
Year 5 and Year 6	<ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>