

PROGRESSION OF SKILLS IN SCIENCE

EYFS

Communication and Language	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>
Personal Social and Emotional Development	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none">regular physical activityhealthy eatingtoothbrushingsensible amounts of 'screen time'having a good sleep routinebeing a safe pedestrian
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>

	<p>Explore and talk about different forces they can feel.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
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Key Stage One: Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of Science:

- asking simple questions and recognising that they can be answered in different ways;
- observing closely, using simple equipment;
- performing simple tests;
- identifying and classifying;
- using their observations and ideas to suggest answers to questions;
- gathering and recording data to help in answering questions.

Lower Key Stage Two: Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of Science:

- 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 and, where appropriate, 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, 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, similarities or changes related to simple scientific ideas and processes;
- using straightforward scientific evidence to answer questions or to support their findings.

Lower Key Stage Two: Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of Science:

- 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 a 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.