

Progression of Skills at Whittlefield Primary School



Subject: Science	EYFS	By the end of KS1	By the end of LKS2	By the end of UKS2
Plan	<ul style="list-style-type: none"> Choose the resources they need for their chosen activities and say when they do or don't need help 	<ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> Ask relevant questions and using different types of scientific enquiries to answer them → set up simple practical enquiries, comparative and fair tests 	<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Do	<ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things Make observations of animals and plants Explore a variety of materials, tools and techniques, experimenting with colour, design, 	<ul style="list-style-type: none"> Observe closely, using simple equipment Perform simple tests Identify and classify 	<ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers 	<ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate



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	<p>texture, form and function.</p> <ul style="list-style-type: none"> Select and use technology for particular purposes 			
Record	<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	<ul style="list-style-type: none"> Gather and record data to help in answering questions 	<ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Review	<ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another → explain why some things occur and talk about changes 	<ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such



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			<ul style="list-style-type: none">● Identify differences, similarities or changes related to simple scientific ideas and processes● Use straightforward scientific evidence to answer questions or to support their findings	<p>as displays and other presentations</p> <ul style="list-style-type: none">● Identify scientific evidence that has been used to support or refute ideas or arguments
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Band 1 (6 statements)	Band 2 (6 statements)
Ask simple questions and recognise that they can be answered in different ways (Year 1 focus)	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)
Use simple equipment to observe closely (Year 1 focus)	Use simple equipment to observe closely including changes over time (Year 2 focus)
Perform simple tests (Year 1 focus)	Perform simple comparative tests (Year 2 focus)
Identify and classify (Year 1 focus)	Identify, group and classify (Year 2 focus)
Use his/her observations and ideas to suggest answers to questions (Year 1 focus)	Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)
Gather and record data to help in answering questions (Year 1 focus)	Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)

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Band 3 (9 statements)	Band 4 (9 statements)	Band 5 (6 statements)	Band 6 (10 statements)
Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus)	Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus)	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus)
Set up simple practical enquiries, comparative and fair tests (Year 3 focus)	Set up simple practical enquiries, comparative and fair tests (Year 4 focus)	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus)	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus)
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus)	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus)	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus)
Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus)	Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus)	Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)	Use test results to make predictions to set up further comparative and fair tests (Year 6 focus)
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus)	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)	Report and present 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 (Year 5 focus)	Report and present 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 (Year 6 focus)
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus)	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus)	Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus)	Identify scientific evidence that has been used to support or refute ideas or arguments (Year 6 focus)
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus)	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus)		Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus)	Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus)		Group and classify things and recognise patterns
Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus)	Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus)		Find things out using a wide range of secondary sources of information
			Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings