



SCIENCE SKILLS PROGRESSION YEARS 1 – 6



EYFS	Characteristics of Effective Learning	Early Learning Goals
Enquiry Skills	Show curiosity about objects, events and people Questions why things happen Engage in open-ended activity Take a risk, engage in new experiences and learn by trial and error Find ways to solve problems / find new ways to do things / test their ideas Develop ideas of grouping, sequences, cause and effect Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Use senses to explore the world around them Make links and notice patterns in their experiences Create simple representations of events, people and objects Build up vocabulary that reflects the breadth of their experience.	Choose the resources they need for their chosen activities Handle equipment and tools effectively Answer how and why questions about their experiences Make observations Develop their own narratives and explanations by connecting ideas or events Explain why some things occur and talk about changes.
Knowledge and understanding of the world	Know about the 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.	

	Plan	Do	Record	Review
Year One	Ask simple questions when prompted Suggest ways of answering a question	Make relevant observations using simple equipment Conduct simple tests, with support Identify and classify with guidance	Gather and record data	Recognise findings Use their observations and ideas to suggest answers to simple questions
Year Two	Ask simple questions Recognise that questions can be answered in different ways	Observe closely, using simple equipment Perform simple tests Identify and classify	Record and communicate their findings in a range of ways and begin to use simple scientific language Gather and record data to help answer questions	Use their observations and ideas to suggest answers to simple questions.



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	Plan	Do	Record	Review
Year Three	Ask relevant questions when prompted Use different types of scientific enquiry to answer them. Set up simple and practical enquiries, comparative and fair tests with some support.	Make systematic and careful observations, using simple equipment Use standard units when taking measurements	With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions. With prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated.	With prompting, suggest conclusions from enquiries Suggest how findings could be reported. Suggest possible improvements or further questions to investigate
Year Four	Ask relevant questions. Use different types of scientific enquiries to answer their questions Set up simple and practical enquiries, comparative and fair tests	Make systematic and careful observations using a range of equipment, including thermometers and data loggers Take accurate measurements using standard units, where appropriate	Gather, record, classify and present data in a variety of ways to help to answer questions Record findings using simple scientific language, drawings and labelled diagrams Record findings using keys, bar charts, and tables.	Report on findings from enquiries, including oral and written explanations, of results and conclusions. Report on findings from enquiries using displays or presentations. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Year Five	Plan different types of scientific enquiries to answer questions. With prompting, recognise and control variables where necessary	Select, with prompting, and use appropriate equipment to take readings Take precise measurements using standard units Begin to understand the need for repeat readings	Select, with prompting, and use appropriate equipment to take readings Take precise measurements using standard units Begin to understand the need for repeat readings.	Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships. With support, present findings from enquiries orally and in writing Suggest further comparative or fair tests
Year Six	Plan different types of scientific enquiries to answer questions Recognise and control variables where necessary	Use a range of scientific equipment to take measurements. Take measurements with increasing accuracy and precision. Take repeat readings when appropriate.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs.	Report and present findings from enquiries, including conclusions and causal relationships. Report and presents findings from enquiries in oral and written forms such as displays and other presentation. Report and present findings from enquiries, including explanations of, and degree of, trust in results Identify scientific evidence that has been used to support or refute ideas or arguments Use test results to make predictions to set up further comparative and fair tests.