Curriculum Progression for Science

EYFS →	YEARS 1 and 2 →	YEARS 3 and 4 →	YEARS 5 and 6
Children will know about similarities and differences in relation to places, objects, materials and living things. They will be able to talk about the features of their own immediate environment and how environments might vary from one another. They will make observations of animals and plants and explain why some things occur, and talk about changes.	Pupils will experience and observe phenomena, looking more closely at the natural and the constructed world around them. They are encouraged to be curious and ask questions about what they notice. They will use different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They will begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. They will learn about science through the use of first-hand practical experiences, and there will be some use of appropriate secondary sources,	Pupils will broaden their scientific view of the world around them. They will do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. Pupils will ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and,	Pupils will develop a deeper understanding of a wide range of scientific ideas. They will explore and talk about their ideas; ask their own questions about scientific phenomena; and analyse functions, relationships and interactions more systematically. Pupils will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They will also begin to recognise that scientific ideas change and develop over time. Pupils will be taught to select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of

	such as books, photographs and videos. **They will read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.** **As part of the 'Working Scientifically' programme of study, pupils will be taught a series of practical scientific methods, processes and skills:** • **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.**	**later, to write about what they have found out.** **Pupils will read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.** **As part of the 'Working Scientifically' programme of study, pupils will be taught a series of practical scientific methods, processes and skills:** • **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;** • **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**	**information. Pupils will draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.** **Pupils will read, spell and pronounce scientific vocabulary correctly.** **As part of the 'Working Scientifically' programme of study, pupils will be taught a series of practical scientific methods, processes and skills:** • **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**

		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.**	**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.**