Belton Primary School

Science - Progression of Skills

Taken from Developing Experts

	Year 1 Seasonal Changes	Year 1 Animals, including humans 1 – All about me	Year 1 Everyday Materials 1 – Exploring Everyday Materials	Year 1 Everyday Materials 2 – Building Unit	Year 1 Plants	Year 1 Animals, including humans 2 – All about animals
Asking simple questions and recognise that they can be answered in different ways						
Observe closely, using simple equipment						
Perform simple tests						
Identify and classify						
Using their observations and ideas to suggest answers to questions						

Gather and record data to help in answering questions						

	Year 2 Uses of everyday materials	Year 2 Living things and their habitats	Year 2 Living things and their habitats – Habitats around the world	Year 2 Animals, including humans 1 – Health and survival	Year 2 Animals, including humans 2 – Life cycles	Year 2 Plants
Asking simple questions and recognise that they can be answered in different ways						
Observe closely, using simple equipment						
Perform simple tests						
Identify and classify						
Using their observations and ideas to suggest answers to questions						

Gather and record data to help in answering questions						

Lower Key Stage Two

	Year 3 **ScientificEnquiry**	**Year 3** **Animals, including humans**	**Year 3Rocks**	**Year 3** **Forces andmagnets**	**Year 3Plants**	**Year 3Light**
Ask relevant questions and using different types of scientific enquiries to answer them						
Set up simple practical enquiries, comparative and fairtests						

Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers						
Gather, record, classify andpresent 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						
Report on findings from enquiries, including oral and written explanations, displays or presentations of results andconclusions						
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise furtherquestions						

Identify differences, similaritiesor changes related to simple scientific ideas and processes						
Use straightforward scientific evidence to answer questions or to support their findings						

	Year 4 **Animals, including humans**	**Year 4** **Living things andtheir habitats**	**Year 4** **Living things and their habitats - Conversation**	**Year 4** **States of matter**	**Year 4Sound**	**Year 4 Electricity**
Ask relevant questions and usingdifferent types of scientific enquiries to answer them						
Set up simple practical enquiries,comparative and fair tests						
Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,						

including thermometers and data loggers						
Gather, record, classify and present data in a variety of waysto help in answering questions						
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables						
Report on findings from enquiries, including oral and written explanations, displays orpresentations of results and conclusions						
Use results to draw simple conclusions, make predictions fornew values, suggest improvements and raise further questions						

Identify differences, similarities or changes related to simple scientific ideas and processes						
Use straightforward scientific evidence to answer questions orto support their findings						

Upper Key Stage Two

	Year 5 Forces	**Year 5 Properties of materials**	**Year 5 Changes of materials**	**Year 5 Animals, including humans**	**Year 5 Earth and space**	**Year 5 Living things and their habitats**
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary						
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate						
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs						
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 as displays and other presentations						

Identify scientific evidence that has been used to support or refute ideas or arguments						

	Year 6 Electricity	**Year 6 Light**	**Year 6 Animals, including humans**	**Year 6 Living things and their habitats**	**Year 6 Evolution and inheritance**	**Year 6 Looking after the environment**
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary						
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate						
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs						
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 as displays and other presentations						

Identify scientific evidence that has been used to support or refute ideas or arguments						