



Science Skills Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Working Scientifically PLAN	CEL Find ways to solve problems / find new ways to do things / test their ideas ELG Choose the resources they need for their chosen activities	Ask simple questions when prompted Suggest ways of answering a question	Ask simple questions Recognise that questions can be answered in different ways	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.	Ask relevant questions. Use different types of scientific enquiries to answer their questions Set up simple and practical enquiries, comparative and fair tests	Plan different types of scientific enquiries to answer questions. With prompting, recognise and control variables where necessary	Plan different types of scientific enquiries to answer questions Recognise and control variables where necessary
Working Scientifically DO	CEL Engage in open-ended activity CEL Take a risk, engage in new experiences and learn by trial and error ELG Choose the resources they need for their chosen activities ELG Handle equipment and tools effectively ELG Make observations	Make relevant observations using simple equipment Conduct simple tests, with support Identify and classify with guidance	Observe closely, using simple equipment Perform simple tests Identify and classify	Make systematic and careful observations, using simple equipment Use standard units when taking measurements	Make systematic and careful observations using a range of equipment, including thermometers and data loggers Take accurate measurements using standard units, where appropriate	Select, with prompting, and use appropriate equipment to take readings Take precise measurements using standard units Begin to understand the need for repeat readings	Use a range of scientific equipment to take measurements Take measurements with increasing accuracy and precision Take repeat readings when appropriate



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<p>Working Scientifically</p> <p>RECORD</p>	<p>CEL Develop ideas of grouping, sequences, cause and effect</p> <p>ELG Answer how and why questions about their experiences</p> <p>ELG Make observations</p>	<p>Gather and record data</p>	<p>Record and communicate their findings in a range of ways and begin to use simple scientific language</p> <p>Gather and record data to help answer questions</p>	<p>With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions</p> <p>With prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated</p>	<p>Gather, record, classify and present data in a variety of ways to help to answer questions</p> <p>Record findings using simple scientific language, drawings and labelled diagrams</p> <p>Record findings using keys, bar charts, and tables</p>	<p>Take and process repeat readings Record data and results</p> <p>Record data using labelled diagrams, keys, tables and charts Use line graphs to record data</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs</p>
<p>Working Scientifically</p> <p>REVIEW</p>	<p>CEL Question why things happen</p> <p>ELG Answer how and why questions about their experiences</p> <p>ELG Develop their own narratives and explanations by connecting ideas or events</p> <p>ELG Explain why some things occur and talk about changes</p>	<p>Recognise findings</p> <p>Use their observations and ideas to suggest answers to simple questions</p>	<p>Use their observations and ideas to suggest answers to simple questions</p>	<p>With prompting, suggest conclusions from enquiries</p> <p>Suggest how findings could be reported Suggest possible improvements or further questions to investigate</p>	<p>Report on findings from enquiries, including oral and written explanations, of results and conclusions</p> <p>Report on findings from enquiries using displays or presentations</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further question.</p>	<p>Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships</p> <p>With support, present findings from enquiries orally and in writing Suggest further comparative or fair tests</p>	<p>Report and present findings from enquiries, including conclusions and causal relationships</p> <p>Report and presents findings from enquiries in oral and written forms such as displays and other presentation</p> <p>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</p> <p>Use test results to make predictions to set up further comparative and fair tests</p>