The Holy Family Catholic Primary School Science Skills and Knowledge Progression

Enquiry Skills						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Realise their actions have an effect on the world , so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions. Make independent choices. Bring their own interests and fascinations into early years. Respond to new experiences that you bring to their attention.	Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple tests Identify and classify Use his/her observations and ideas to suggest answers to questions Gather and record data to help in answering questions	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum Use simple equipment to observe closely including changes over time Perform simple comparative tests Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations using equipment where appropriate Gather, record, classify and present data in a variety of ways Record findings using simple scientific language presented in different ways Report on findings from	Ask relevant questions and use an understanding of different types of scientific enquiries to best answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers Gather, record, classify and present data	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	Plan different types of scientific enquiries to answer their own or others' 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

The Holy Family Catholic Primary School Science Skills and Knowledge Progression

		Gather and record data to help in answering questions including from secondary sources of information	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 Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support his/her findings	in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables 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 Identify differences, similarities or	Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, casual 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	Use test results to make predictions to set up further comparative and fair tests Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, casual 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

The Holy Family Catholic Primary School Science Skills and Knowledge Progression

				changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support his/her findings		

Animals						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the key features of the life cycle of a plant and an animal Recognise some environments that are different to the one in which they live	-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name animals that are carnivores, herbivores and omnivores -describe and compare the	-notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have	-describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains,	-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals. Animals, including humans	-describe how living things are classified into broad groups according to common observable characteristics and - give reasons for classifying plants and animals based on specific characteristics. Animals including humans

The Holy Family Catholic Primary School Science Skills and Knowledge Progression

	structure of a variety of common animals -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	skeletons and muscles for support, protection and movement	identifying producers, predators and prey.	-describe the changes as humans develop to old age.	-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.

The Holy Family Catholic Primary School Science Skills and Knowledge Progression

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the natural world around them. Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them. <u>Materials</u> Talk about the differences between materials and changes they notice. <u>Forces</u> Explore and talk about different	<u>Plants</u> -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees <u>Everyday Materials</u> -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical	<u>Plants</u> -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Uses of everyday materials</u> -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing,	<u>Rocks</u> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter. <u>Light</u> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous	<u>States of matter</u> -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <u>Sound</u> -identify how sounds are made, associating some of	<u>Properties and changes of materials</u> -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be	<u>Light</u> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

The Holy Family Catholic Primary School Science Skills and Knowledge Progression

forces they can feel.	properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Change -observe changes across the four seasons -observe and describe weather associated with the seasons and how day leng	bending, twisting and stretching.	and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change. <u>Forces and magnets</u> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others	them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases. <u>Electricity</u> -identify common appliances that run on electricity	separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate	<u>Electricity</u> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram

The Holy Family Catholic Primary School Science Skills and Knowledge Progression

			-compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.	-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors.	of soda. Earth and space -describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth -describe the Sun, Earth and Moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <u>Forces</u> -explain that unsupported objects fall towards the Earth because of the force of gravity acting	

The Holy Family Catholic Primary School Science Skills and Knowledge Progression

					between the Earth and the falling object -identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	