Progression & Skills Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals Including Humans		Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. Performing simple tests. animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals Identify and name a variety of common animals that are carnivores,	Notice that animals, including humans, have offspring which grow into adults. Using their observations and ideas to suggest answers to questions. Observing closely, using simple equipment. Identifying and classifying. Record and communicate their findings in a range of ways and begin to use simple scientific language. Asking simple questions and recognising that they can be answered in different ways. Describe the importance for humans of exercise, eating the right amounts of different types	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Communicate their findings in ways that are appropriate for different audiences. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Identifying differences, similarities or changes related to simple scientific ideas and processes. Reporting on findings from enquiries, including oral and written	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Setting up simple practical enquiries, comparative and fair tests. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Comparing the teeth of carnivores and	Identifying scientific evidence that has been used to support or refute ideas or arguments. 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. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. Recording data and results of	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. Explore ideas and raise different kinds of questions (non-statutory). Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

		herbivores and omnivores. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. Performing simple tests.	of food, and hygiene. Observing closely, using simple equipment. Identifying and classifying. Gathering and recording data to help in answering questions.	explanations, displays or presentations of results and conclusions. Talk about criteria for grouping, sorting and classifying. 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. Using straightforward scientific evidence to answer questions or to support their findings. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	herbivores and suggesting reasons for differences (non-statutory). Identify the different types of teeth in humans and their simple functions. Describe the simple functions of the basic parts of the digestive system in humans. Identifying differences, similarities or changes related to simple scientific ideas and processes. Asking relevant questions and using different types of scientific enquiries to answer them. Recognise when and how secondary sources might help them to answer questions that cannot be answered through	increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs. Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. Describe the changes as humans develop to old age. Reporting and presenting f indings from	Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Identifying scientific evidence that has been used to support or refute ideas or arguments. Recognise which secondary sources will be most useful to research their ideas and begin the separate opinion from fact (non-statutory). Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

					practical investigations. Construct and interpret a variety of food chains, identifying producers, predators and prey. Using straightforward scientific evidence to answer questions or to support their findings. 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 presentations of results and conclusions.	enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Explore ideas and raise different kinds of questions (non-statutory). Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments. Reporting and presenting findings from enquiries, including conclusions, causal	Taking measurement, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Using test results to make predictions to set up further comparative and fair tests.

						relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.	
Plants		Identify and describe the basic structure of a variety of common flowering plants, including trees. Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions. Observing closely, using simple equipment.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into mature plants. Performing simple tests. Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment.	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			

Materials		Describe the simple physical properties of a variety of everyday materials. 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. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Identifying and classifying. Performing simple tests.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Using their observations and ideas to suggest answers to questions. Observing closely, using simple equipment. Use simple features to compare objects,			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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Use and develop keys and other information records to identify, classify and describe living things and materials (non-statutory). Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	

		Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions.	materials and living things and, with help, decide how to sort and group them.			graphs, bar and line graphs. 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. Using test results to make predictions to set up further comparative and fair tests. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).	

Seasonal Changes		Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Gathering and recording data to help in answering questions. Asking simple questions and recognising that they can be answered in different ways.					
Living Things And Their Habitats			Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.		Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Gathering, recording, classifying and presenting data	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Identify how animals, plants and microorganisms are identified, grouped and classified.

			Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Explore and compare the differences between things that are living, dead, and things that have never been alive. Identifying and classifying. Gathering and recording data to help in answering questions. Observing closely, using simple equipment. Identifying and classifying. Using their observations and ideas to suggest answers to questions		in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	oral and written forms such as displays and other presentations. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas' (non-statutory).	Give reasons for classifying plants and animals based on specific characteristics. Identifying scientific evidence that has been used to support or refute ideas or arguments. Use and develop keys and other information records to identify, classify and describe living things (non-statutory). Use relevant scientific language and illustrations to discuss, communicate and justify their ideas and should talk about how scientific ideas have developed over time (non-statutory). Identifying scientific evidence that has been used to support or refute ideas or arguments.

					Recognise that environments can change, and that this can sometimes pose dangers to living things. Talk about criteria for grouping, sorting and classifying. Asking relevant questions and using different types of scientific enquiries to answer them. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.		Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Discover what renewable energy is and how can we use it to generate electricity. Identifying scientific evidence that has been used to support or refute ideas or arguments. Reporting and presenting f indings from enquiries in oral and written forms such as displays and other presentations.
Rocks				Recognise that soils are made from rocks and organic matter.			Recognise that living things have changed over time and that fossils provide information about

				Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Using straightforward scientific evidence to answer questions or to support their findings. 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 and data loggers. Using results to draw simple conclusions, make predictions for new values, suggest			living things that inhabited the Earth millions of years ago. Identifying scientific evidence that has been used to support or refute ideas or arguments. Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory).

				improvements and raise further questions.			
Light				Recognise that they need light in order to see things and that dark is the absence of light. Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. Notice that light is reflected from surfaces. 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. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.			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 that objects are seen because they give out or reflect light into the eye. Recognise that light appears to travel in straight lines. Discover what light pollution is and how can we reduce it. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Recording data and results of

				Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Setting up simple practical enquiries, comparative and fair tests. Asking relevant questions and using different types of scientific enquiries to answer them. 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. Identifying differences, similarities or changes related			increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurement, using a range of scientific equipment, increasing accuracy and precision, and 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.

				to simple scientific ideas and processes.			Identifying scientific evidence that has been used to support or refute ideas or arguments. Talk about how scientific ideas have changed over time (non-statutory). Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
Forces				Compare how things move on different surfaces. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas Using results to draw simple conclusions, make predictions		Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Explain that unsupported objects fall towards the Earth because of gravity acting between the	

				for new values, suggest improvements and raise further questions. Setting up simple practical enquiries, comparative and fair tests. Using straightforward scientific evidence to answer questions or to support their findings. Identifying differences, similarities or changes related to simple scientific ideas and processes. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some		Earth and the falling object. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results. 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.	

				magnetic materials. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Setting up simple practical enquiries, comparative and fair tests. Identifying differences, similarities or changes related to simple scientific ideas and processes.		Identifying scientific evidence that has been used to support or refute ideas or arguments.	

				Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.			
States of Matter					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. Talk about criteria for grouping,	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 separated, including through filtering, sieving and evaporating. 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	

					sorting and classifying. Identifying differences, similarities or changes related to simple scientific ideas. Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of	bicarbonate of soda. Using test results to make predictions to set up further comparative and fair tests. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. Identifying scientific evidence that	

					ways to help in answering questions. Asking relevant questions and using different types of scientific enquiries to answer them. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	has been used to support or refute ideas or arguments. Reporting and presenting 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.	
Sound					Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. 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. Asking relevant questions and using different types of scientific enquiries to answer them. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Setting up simple practical enquiries,		

					comparative and fair tests. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		
Electricity					Identify common appliances that run on electricity. 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		Use recognised symbols when representing a simple circuit in a diagram. 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. Associate the brightness of a lamp or the volume of a buzzer with the number and

					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. Talk about criteria for grouping, sorting and classifying. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		voltage of cells used in the circuit. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 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. Using test results to make predictions to set up further comparative and fair tests.

					Asking relevant questions and using different types of scientific enquiries to answer them.		
Earth And Space						Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and a degree 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.	

						Identifying scientific evidence that has been used to support or refute ideas or arguments. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 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. Describe the movement of the Moon relative to the Earth.	
Evolution And Inheritance							Identify how animals and plants are adapted to suit their environment in different way.

							Understand that adaptation may lead to evolution. Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory). Identifying scientific evidence that has been used to support or refute ideas or arguments. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Use relevant scientific language and illustrations to discuss, communicate and justify their

							scientific ideas and should talk about how scientific ideas have developed over time (non-statutory). Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs.