



Progression of Skills Document – Year 1

	Year1 Seasonal Changes	Year1 Animals, including humans1–All about me	Year1 EverydayMaterials1– Exploring Everyday Materials	Year1 EverydayMaterials2– Building Unit	Year1 Plants	Year1 Animals, including humans2–All about animals
Asking simple questions and recognize 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						



Progression of Skills Document – Year 2

	Year2 Uses of everyday materials	Year2 Living things and their habitat	Year2 Living things and their habitats – Habitats around the world	Year2 Animals, including humans1–Health and survival	Year 2 Animals, including humans2–Lifecycles	Year2Plants
Asking simple questions and recognize 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						



Progression of Skills Document–Year3

	Year3 Scientific Enquiry	Year3 Animas, including humans	Year3 Rocks	Year3 Forces and magnet s	Year3 Plants	Year3 Light
Ask relevant questions and using different 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 dataloggers						
Gather ,record, classify and present data in 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 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 straight forward scientific evidence to answer questions or to support their findings						



Progression of Skills Document–Year4

	Year4 Animals, including humans	Year4 Living things and their habitats	Year4 Living things and their habitats - Conversatio n	Year4 States of matter	Year4Sou nd	Year 4Electricit y
Ask relevant questions and using different 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 dataloggers						
Gather, record, classify and present data in a variety 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 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 their findings						



Progression of Skills Document–Year 5

	Year 5 Forces	Year 5 Properties of materials	Year 5 Changes of materials	Year5 Animals, including humans	Year5 Earth and space	Year5 Living things and their habitats
Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary						
Take measurements, using appropriate 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						



Progression of Skills Document–Year 6

	Year 6 Electricity	Year 6 Light	Year6 Animals, including humans	Year6 Living things and their habitats	Year 6 Evolution and inheritance	Year6 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 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						
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