Science Knowledge and Skills Progression 2021-22

Plants	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes
1	• 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
2	• 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. • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)
3	• 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.
4	• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)
5	• Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
6	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
KS3	• Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Living Things and Their Habitats	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes
1	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) • Observe changes across the four seasons. (Y1 - Seasonal change)
2	• Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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. • 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. • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)
3	• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
4	• 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 environments can change and that this can sometimes pose dangers to living things. • Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)
5	• 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.

6	• 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. • Give reasons for classifying plants and animals based on specific characteristics. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance) • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)
KS3	• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. • Differences between species

Animals, including humans	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	• 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). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • 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. (Y2 - Living things and their habitats)
3	• 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 skeletons and muscles for support, protection and movement.
4	• 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, identifying producers, predators and prey.
5	• Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
6	• 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. • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
KS3	• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. • The structure and functions of the gas exchange system in humans, including adaptations to function. • The mechanism of breathing to move air in and out of the lungs. • The impact of exercise, asthma and smoking on the human gas exchange system.

Evolution and inheritance	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes
1	

2	• 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. (Y2 - Living things and their habitats) • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)
3	• Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
4	• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)
5	• Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)
6	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
KS3	• Heredity as the process by which genetic information is transmitted from one generation to the next. • A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. • The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection. • Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.

Seasonal changes	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
2	
3	• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)

4	
5	• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)
6	
KS3	• The seasons and the Earth's tilt, day length at different times of year, in different hemispheres.

Materials	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	• 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 properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties
2	• 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, bending, twisting and stretching.
3	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks) • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • 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. (Y3 - Forces and magnets)
4	• 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. • Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)
5	• 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 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 of soda.
6	
KS3	• Chemical reactions as the rearrangement of atoms. • Representing chemical reactions using formulae and using equations. • Combustion, thermal decomposition, oxidation and displacement reactions. • Defining acids and alkalis in terms of neutralisation reactions. • The pH scale for measuring acidity/alkalinity; and indicators.

Rocks	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	• Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)
2	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)
3	• 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.

4	•
5	•
6	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)
KS3	• The composition of the Earth. • The structure of the Earth. • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks.

Light	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)
2	
3	• 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 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
4	
5	• 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. (Y5 - Properties and changes of materials)
6	• 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.
KS3	• The similarities and differences between light waves and waves in matter.

	• Light waves travelling through a vacuum; speed of light. • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. • Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye. • Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras. • Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.

Forces	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	
2	• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)
3	• 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. • 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.
4	
5	• Explain that unsupported objects fall towards the Earth because of the force of gravity acting 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
6	

KS3	• Magnetic fields by plotting with compass, representation by field lines. • Earth's magnetism, compass and navigation. • Forces as pushes or pulls, arising from the interaction between two objects. • Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. • Moment as the turning effect of a force. • Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. • Forces measured in Newtons, measurements of stretch or compression as force is changed.

Sound	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)
2	
3	
4	• 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 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.
5	
6	
KS3	• Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. • Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound. • Sound needs a medium to travel, the speed of sound in air, in water, in solids.

	• Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. • Auditory range of humans and animals. • Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound. • Waves transferring information for conversion to electrical signals by microphone.

Electricity	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	
2	
3	
4	• 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 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.
5	
6	• 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
KS3	• Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge. • Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current. • Differences in resistance between conducting and insulating components (quantitative). • Static electricity.

Earth and Space	
Early Learning Goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
1	• Observe changes across the four seasons. (Y1 - Seasonal changes) • Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)
2	
3	
4	
5	• 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.
6	
KS3	• Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). • Our Sun as a star, other stars in our galaxy, other galaxies. • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • The light year as a unit of astronomical distance

Working Scientifically Skills Progression.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Asking questions and recognising that they can be answered in different ways					
Asking simple questions and beginning to recognise that they can be answered in different ways While exploring the world, the children begin to develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children begin to answer questions developed with the teacher often through a scenario.	Asking questions and recognising that they can be answered in different ways While exploring the world, the children develop their ability to ask questions. Where appropriate, they answer these questions. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways of answering.	Ask some relevant questions and using different types of scientific enquiries to answer them The children consider their prior knowledge when asking questions. They begin to use a range of question stems. Where appropriate, they answer these questions. The children answer some questions posed by the teacher. Given a range of resources, the children decide with support, how to gather evidence to answer the question. They begin to recognise when	Begin to ask relevant questions and using different types of scientific enquiries to answer them The children consider their prior knowledge when asking questions. They use a range of question stems independently. Where appropriate, they answer these questions. The children answer questions posed by the teacher. Given a range of resources, the children decide for themselves how to gather evidence to answer the question They recognise when secondary	Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Children begin to ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. Given a wide range of resources the children decide, with some support how to gather evidence to answer a scientific question. They begin to choose a type of enquiry to carry out	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their

The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different way.		secondary sources can be used to answer questions that cannot be answered through practical work. They begin to identify the type of enquiry that they have chosen to answer their question.	sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.	and justify their choice. They begin to recognise how secondary sources can be used to answer questions that cannot be answered through practical work.	choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.to answer a scientific question. They choose a
Making observations and taking measurements					
Observe closely, using simple equipment with support. Children explore the world around them. They begin to make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to	Observing closely, using simple equipment Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to	Children begin to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units. With support, they begin using a range of equipment, including thermometers and data loggers The children begin to make systematic and careful observations.	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. The children make systematic and careful observations. They use a range of equipment for measuring length, time, temperature	Children begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. The children select, with support, measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.

begin making observations. They begin to take measurements by comparisons and start to use non-standard units with support.	make their observations. They begin to take measurements, initially by comparisons, then using non-standard units.	They begin to use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.	and capacity. They use standard units for their measurements.	During an enquiry, they begin to make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).	During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).
Engaging in practical enquiry to answer questions					
Performing simple tests The children begin to use practical resources provided to gather evidence to answer questions generated by	Performing simple tests The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry	Children Set up simple practical enquiries, comparative and fair tests with support The children begin to select from a range of practical resources to gather	Setting up simple practical enquiries, comparative and fair tests The children select from a range of practical resources to gather evidence to answer questions	Children begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary The children select from a range of

themselves or the teacher. They begin to carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. Identifying and classifying Children begin to use their observations and testing to compare objects, materials and living things. They begin to sort and group these things, identifying their own criteria for sorting. They begin to use simple secondary sources (such as identification sheets) to name living things. They begin to describe the characteristics they	out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. Identifying and classifying Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.	evidence to answer questions generated by themselves or the teacher. They begin to follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.	generated by themselves or the teacher. They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.	The children begin to select from a range of practical resources to gather evidence to answer their questions. They begin to carry out fair tests, recognising and controlling variables. They begin to decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.	practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.

used to identify a living thing.					
Recording and presenting evidence					
Children begin to gather and record data to help in answering questions The children begin to record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They begin to record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They begin to classify using simple prepared tables and sorting rings.	Gathering and recording data to help in answering questions The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.	With support, children gather, record, classify and present 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 With support, the children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given	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 The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if	Children begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs The children begin to decide how to record and present evidence. They begin to record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They begin to record measurements e.g. using tables, tally	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They

		templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams. Children are supported to present the same data in different ways in order to help with answering the question.	required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams. Children are supported to present the same data in different ways in order to help with answering the question.	charts, bar charts, line graphs and scatter graphs. They begin to record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. Children begin to present the same data in different ways in order to help with answering the question.	record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. Children present the same data in different ways in order to help with answering the question.
Answering questions and concluding					
Children begin to use their observations and ideas to suggest answers to questions Children begin to use their experiences of the world around them to suggest appropriate answers to questions. They are supported to	Children begin to use their observations and ideas to suggest answers to questions Children begin to use their experiences of the world around them to suggest appropriate answers to questions. They are supported to	Children begin to use straightforward scientific evidence to answer questions or to support their findings. Children begin to answer their own and others' questions based on observations they have made, measurements they	Using straightforward scientific evidence to answer questions or to support their findings. Children answer their own and others' questions based on observations they have made, measurements they	Children begin to identify scientific evidence that has been used to support or refute ideas or arguments Children begin to answer their own and others' questions based on observations they have made, measurements they	Identifying scientific evidence that has been used to support or refute ideas or arguments Children answer their own and others' questions based on observations they have made, measurements they have taken or

relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.	relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.	have taken or information they have gained from secondary sources.	have taken or information they have gained from secondary sources. The answers are consistent with the evidence.	have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. They begin to talk about how their scientific ideas change due to new evidence that they have gathered. They begin to talk about how new discoveries change scientific understanding.	information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. They talk about how their scientific ideas change due to new evidence that they have gathered. They talk about how new discoveries change scientific understanding.
Using their observations and ideas to begin to suggest answers to questions	Using their observations and ideas to suggest answers to questions	Children begin to Identify differences, similarities or changes related to	Identifying differences, similarities or changes related to	Children begin to report and present findings from enquiries, including conclusions, causal	Reporting and presenting findings from enquiries, including conclusions, causal

The children begin to recognise 'biggest and smallest', 'best and worst' etc. from their data.	The children recognise 'biggest and smallest', 'best and worst' etc. from their data	simple scientific ideas and processes Children begin to interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.	simple scientific ideas and processes Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.	relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations In their conclusions, children begin to: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.	relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.
		Children begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions They begin to draw conclusions based	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions They draw conclusions based		

		on their evidence and current subject knowledge.	on their evidence and current subject knowledge.		
Evaluating and raising further questions and predictions					
		With support, children use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions They begin to identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.	Children begin to 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 They begin to evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. They begin to identify any limitations that	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 They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. They identify any limitations that reduce the trust they have in their data.

				reduce the trust they have in their data.	
		Children begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Children begin to use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. Following a scientific experience, the children begin to ask further questions which can be answered by extending the same enquiry.	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.	Children begin to use test results to make predictions to set up further comparative and fair tests Children begin to use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.	Using test results to make predictions to set up further comparative and fair tests Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.
Communicating their findings					

		With support, children report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children begin to communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.	With support, children 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 Children begin to communicate their findings to an audience using relevant scientific language and illustrations	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 Children communicate their findings to an audience using relevant scientific language and illustrations

Explanatory note A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute. This leads to a ranked outcome. A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.