# Science Progression Maps

## Disciplinary/Key Historical Skills Progression

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **S1. Asking questions** | Ask questions about how something works | Ask simple questions and recognise they can be answered in different ways. | | Ask relevant questions and using different types of scientific enquiries to answer them.<br><br>Use results to raise further questions. | | Ask relevant questions, suggesting different types of enquiry to answer them.<br><br>Use results to raise further questions. | |
| | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **S2. Predicting** | Answer the question 'What do you think will happen?' | To make simple predictions based upon their knowledge. | | Use results to make predictions for further results based upon previous results and own knowledge. | | Use test results to make predication and to set up further comparative and fair tests. | |
| | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **S3. Setting up tests** | Try and find answers to their questions. E.g. 'If I push this, what will happen?' | Perform simple tests using simple equipment. | | Set up simple practical enquiries, comparative and fair tests<br><br>Use results to suggest improvements for an enquiry | | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | |
| | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **S4. Observing** | Use their five senses to make observations around them | Use simple measurements and equipment<br><br>Observe similarities and differences closely | | Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment | | Take measurements using a range of scientific equipment with increasing accuracy and precision. | |
| | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **S5. Recording** | Use simple counting to gather data and write it down | Gather and record data to help answer questions | | Record findings using simple scientific language, drawings, labelled diagrams and keys<br><br>Gather, record and classify data in a variety of ways<br><br>Record findings using bar charts | | Record data and results of increasing complexity<br><br>Portray data using tables, scatter graphs, bar and line graphs | |
| | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **S6. Communicating results** | Talk about what they have learned, observed or counted | Talk about what they found out and how it can be used in a wider context<br><br>Use simple secondary sources to find answers<br><br>Communicate in a range of ways and begin to use simple scientific vocabulary. | | Use results to draw simple conclusions<br><br>Identify differences, similarities or changes to simple scientific ideas and processes<br><br>Use straightforward scientific evidence to answer questions or to support their findings | | Use scientific diagrams, labels, classification keys to represent scientific knowledge<br><br>Report and present findings from enquiries, including conclusions, causal relationships and explanations | |
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|---|---|---|---|---|
| **S7. Evaluating** | Answer questions like "Would it work if I?" | Use observations and ideas to suggest answers to questions | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br><br>Present data in a variety of ways | Discuss whether results are trustworthy, in oral and written forms, such as displays and other presentations |