



Science Progression Plan

		EYFS	KS1		Science LKS2		Science UKPS2	
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring Science	Observations	I can tell you what I can see.	I describe what is happening using science with help. Spring A/B Summer B	I can describe what I happening using science. Spring A/B Summer B	I make careful observations. Throughout	I make careful and systematic observations. Throughout	I plan to make careful and systematic observations. Throughout	I plan to make careful and systematic observations recognising any abnormalities Throughout.
		I can explore through play and measure with non standard units	I measure in non-standard units and can compare Autumn A Summer A Summer B	I measure using standard units (rulers and scales) Autumn A Summer A Summer B	I measure in standard units using different equipment. (rulers, thermometers, scales) Autumn A/B	I can measure accurately in suitable standard units using a range of equipment. Autumn A/B	I can measure and convert measurements accurately using a range of equipment Autumn A / B	I can measure and covert measurements accurately using a range of equipment Autumn A / B
	Explaining Science	I can talk about some simple science ideas.	I can talk about some simple science ideas and concepts with help. Spring A/B Summer A/B	I can talk about some simple science ideas and concepts. Spring A/B Summer A/B	I can use scientific ideas and concepts to describe and explain. Throughout	I show a developing knowledge and understanding of scientific ideas and concepts. Throughout	I show a clear knowledge and understanding of scientific ideas and concepts. Throughout	I show a secure knowledge and understanding of scientific ideas and concepts. Throughout
		I am beginning to use simple science words during play.	I use and remember relevant science words during an activity. Ongoing	I use and remember relevant science words over time (short term). Ongoing	I remember science words I have used before (longer term) Throughout	I use simple scientific language correctly. (meaning and application) Throughout	I begin to use complex scientific words correctly. Throughout	I use complex scientific words fluently and correctly. Throughout
		I use appropriate pictures and words to label items.	I add science word labels, with help, to diagrams. Autumn A Spring A/B Summer B	I add science labels and information, with help, to diagrams. Autumn A Spring A/B Summer B	I can add science labels and information to diagrams Autumn A/B Spring A/B Summer A	I annotate diagrams to help describe and explain. Autumn A/B Spring A/B Summer A	I begin to draw and annotate my own diagrams. Autumn A / B Spring B	I draw and annotate my own diagrams. Autumn A / B Spring B

		I begin to use facts in an answer with help.	I select science facts to use in an answer with help Ongoing	I select relevant facts to use in an answer. Ongoing	I link together relevant facts in an answer. Throughout	I can group together relevant facts into points. Throughout	I select and prioritise facts to create an answer and arguments. Throughout	I present facts in a clear and logical argument/answer. Throughout
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Classification	I sort using instructions or pictures.	I sort by using simple yes/no statements. Amazing me Autumn A Wild About Animals Autumn B	I use simple spider keys with obvious differences. Amazing me Autumn A Wild About Animals Autumn B	I can use spider keys with obvious differences. Spring B	I can use a range of spider keys with fine differences. Spring B	I construct spider keys and use number keys. Summer B Spring B	I construct both spider and number keys. Summer B Spring B
	I begin to group by differences or similarities.	I group by differences or similarities. Amazing me Autumn A Wild About Animals Autumn B Travel & Transport Autumn B Travel & Transport Spring A Superheroes Spring B	I group by differences, similarities or change Amazing me Autumn A Wild About Animals Autumn B Travel & Transport Spring A Superheroes Spring B	I create criteria for sorting groups. Autumn A/B Spring B Summer A/B	I create appropriate criteria for sorting groups. Autumn A/B Spring B Summer A/B	I create appropriate criteria for sorting groups and sub groups. Summer B Spring A / B	I create appropriate criteria for sorting groups and sub-groups. Summer B Spring A / B
	I use my senses to identify properties of materials.	I link properties of materials to an application. Travel & Transport Spring A Superheroes Spring B	I link properties of materials to an application. Travel & Transport Spring A Superheroes Spring B	I combine material properties required for an application with help. Autumn B Summer B	I describe the combined material properties required for an application. Autumn B Summer B	I explain how properties suit an application. Summer A Autumn B	I explain the science behind a range of properties. Summer A Autumn B

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Designing Experiments	Questioning	I am beginning to ask questions.	I can ask simple questions Ongoing	I ask relevant questions Ongoing	I can ask relevant scientific questions. Throughout	I can ask relevant scientific questions and raise new questions as I learn. Throughout	I apply knowledge to raise different scientific questions Throughout	I apply knowledge to planning to answer different scientific questions Throughout
	Prediction	I talk about what might happen.	I suggest what might happen with help. Ongoing	I suggest what might happen in my investigation. Ongoing	I can predict what will happen. Throughout	I predict what will happen based on relationships to values/factors. Throughout	I use knowledge and understanding to explain my prediction Throughout	I reason knowledge and understanding to make a hypothesis Throughout
	Equipment	I explore a range of equipment.	I use a limited range of science equipment correctly (with help). Travel & Transport Spring A Superheroes Spring B Into the woods Summer B	I can use a range of science equipment correctly. Travel & Transport Spring A Superheroes Spring B Into the woods Summer B	I can select suitable equipment for a task. Autumn A / B Spring A Summer A / B	I can select and use suitable equipment for a task. Autumn A / B Spring A Summer A / B	I can select equipment with the right scale for the task Autumn B Summer A Spring B	I can select and use equipment with the right scale for the task Autumn B Summer A Spring B
		I notice risk (help) and can list some common dangers.	I notice risk (help) and can list common dangers. Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I notice risk in my investigations and know common dangers. Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I can predict obvious risks and act on safety suggestions. Autumn A / B Spring A Summer A / B	I can predict obvious risk and work safely. Autumn A / B Spring A Summer A / B	I can begin to minimise risk and work safely Autumn A / B Spring B Summer A	I plan to minimise risk and describe safe use of equipment Autumn A / B Spring B Summer A

	Design Experiments	I can think of things I can find out.	I suggest an idea to investigate and ask questions. Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I suggest an idea to investigate from observations Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I can plan a test and identify possible causes and effect in my investigation. Autumn A / B Spring A Summer A / B	I can plan a fair test by selecting variables to control and measure. Autumn A / B Spring A Summer A / B	I can plan a fair test and ensure controlled variables are kept the same Autumn A / B Summer A Spring B	I can plan a reliable fair test Autumn A / B Summer A Spring B
				I begin to suggest how to measure data.	I can suggest how to measure data. Autumn A Spring A Summer A / B	I can suggest a suitable data range for a variable. Autumn A Spring A Summer A / B	I suggest a data range interval and sufficient readings Autumn B Spring B Summer A	I plan to collect repeat readings and calculate mean Autumn B Spring B Summer A
		I can talk about a sequence.	I can follow a sequence with support. Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I follow short spoken and written instructions in order Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I can follow written instructions and write up a simple method. Autumn A Spring A Summer A / B	I can design and write up a simple ordered method. Autumn A Spring A Summer A / B	I design and write and ordered method Autumn A / B Spring B Summer A	I design and write an ordered reliable method Autumn A / B Summer A Spring B

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<i>Making Conclusions</i>	Patterns	I recognise, create and describe simple patterns.	I recognise, create and describe simple number patterns. Oh I do like to be beside the seaside Summer A Into the woods Summer B	I describe simple features and patterns in data and charts. Oh I do like to be beside the seaside Summer A Into the woods Summer B	I describe simple patterns in data, charts and graphs. Autumn A/B Spring A Summer B	I describe simple patterns, trends and relationships in data. Autumn A/B Spring A Summer B	I describe patterns, trends and relationships in data. Autumn A Spring B Summer A	I describe changing patterns, trends and relationships in data. Autumn A Spring B Summer A
		I begin to use more or less to compare numbers.	I use more or less to compare numbers. Oh I do like to be beside the seaside Summer A Into the woods Summer B	I see differences in sets of numbers. Oh I do like to be beside the seaside Summer A Into the woods Summer B	I see differences in sets of numbers. Spring A	I see subtle differences and errors in repeated data. Spring A	I spot anomalous data that doesn't fit the pattern. Autumn A / B Spring B Summer A	I spot anomalous data and explain from the method. Autumn A / B Spring B Summer A
	Conclusions	I can tell what happened using pictures or words. Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Throughout Summer B			I can identify differences, similarities and changes. Throughout	I can identify differences, similarities and changes and relate to scientific ideas. Throughout	I can identify differences, similarities, and changes and use them to draw conclusions. Throughout	I can identify scientific evidence to support or refute arguments. Throughout
		I talk about changes that I observe during activities.	I describe the changes that are happening and have happened. Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B		I can describe my results and make simple conclusions linking cause and effect. Throughout	I begin to use science to explain my results and make conclusions. Throughout	I use data in my conclusions and use science to explain Throughout	I order data in my conclusions and use science ideas to explain. Throughout
		I explore what if questions through play.	I explore different ways to do things. Ongoing	I suggest a different way to do things with help. Ongoing	I can suggest improvements to my method. Throughout	I can suggest sensible conclusions to my method. Throughout	I identify strengths and weaknesses and improvements Throughout	I suggest limitations of data and practical improvements Throughout

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<i>Data, Tables and Graphs</i>	Recording	I talk about what has happened.	I use simple STEM sentences to begin to talk about my findings and results. Ongoing	I use STEM sentences to begin to talk about my findings and results. Ongoing	I can talk about findings from enquiries and begin to suggest ways to present results. Throughout	I can talk about finding from enquiries using simple scientific language and suggest sensible ways to present results. Throughout	I can present finding from enquires in oral and written forms using scientific language Throughout	I can present finding from enquires in oral and written forms using scientific language as presentations Throughout
	Data				I can measure unlabelled divisions on a number line (+ values) Autumn A/B Summer A	I measure unmarked divisions on a number line (+ values) Autumn A/B Summer A	I measure division on a number line past zero, including negative numbers. Autumn A	I can scale up and down on number axis. Autumn A
					I can measure and compare values in standard units. Autumn A/B Spring A Summer A	I can measure/compare and convert values in standard units. Autumn A/B Spring A Summer A	I measure / convert values in standard units. Autumn A / B Spring B Summer A	I measure / convert with standard units. Autumn A / B Spring B Summer A
Tables	I record using pictures and words.	I use a simple table to record words and numbers. Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I use a frame to construct a simple table of results. Travel & Transport Spring A Superheroes Spring B Oh I do like to be beside the seaside Summer A Into the woods Summer B	I use a frame to construct a simple table of results. Autumn A/B Spring A Summer A/B	I construct a simple table to compare cause and effect. Autumn A/B Spring A Summer A/B	I use a frame to construct a complex table of results. Autumn A / B Spring B	I construct a complex table of results. Autumn A / B Spring B	

Graphs				I use a frame to construct a bar chart. Spring A/B	I construct a bar chart with a numerical axis. Spring A/B	I use a frame to construct a graph and can scale axis. Autumn A Spring A	I construct graphs and can scale axis independently. Autumn A Spring A
				I draw bars on a bar chart Spring A/B	I plot co-ordinates on a graph in the first quadrant Spring A/B	I join plotted coordinates with a straight line. Autumn A Spring A	I plot mean values and draw a trend line for linear data. Autumn A Spring A
							