

Science progression of knowledge, skills and vocabulary



| EYFS                                     | Ongoing skills   | Early Learning Goals  |
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| Enquiry Skills                           | <p>Show curiosity about objects, events and people</p> <p>Questions why things happen</p> <p>Engage in open-ended activity</p> <p>Take a risk, engage in new experiences and learn by trial and error</p> <p>Find ways to solve problems / find new ways to do things / test their ideas</p> <p>Develop ideas of grouping, sequences, cause and effect</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Use senses to explore the world around them</p> <p>Make links and notice patterns in their experiences</p> <p>Create simple representations of events, people and objects</p> <p>Build up vocabulary that reflects the breadth of their experience</p> | <p>Choose the resources they need for their chosen activities</p> <p>Handle equipment and tools effectively</p> <p>Answer how and why questions about their experiences</p> <p>Make observations</p> <p>Develop their own narratives and explanations by connecting ideas or events</p> <p>Explain why some things occur and talk about changes</p> |
| Knowledge and understanding of the world | <p>Know about the similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>  |   |

| Working Scientifically | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
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| Plan                   | <p>Ask simple questions when prompted</p> <p>Suggest ways of answering a question</p>   | <p>Ask simple questions</p> <p>Recognise that questions can be answered in different ways</p>           | <p>Ask relevant questions when prompted</p> <p>Use different types of scientific enquiry to answer them.</p> <p>Set up simple and practical enquiries, comparative and fair tests with some support.</p> | <p>Ask relevant questions.</p> <p>Use different types of scientific enquiries to answer their questions</p> <p>Set up simple and practical enquiries, comparative and fair tests</p> | <p>Plan different types of scientific enquiries to answer questions.</p> <p>With prompting, recognise and control variables where necessary</p> | <p>Plan different types of scientific enquiries to answer questions</p> <p>Recognise and control variables where necessary</p>  |
| Do                     | <p>Make relevant observations using simple equipment</p> <p>Conduct simple tests, with support</p> <p>Identify and classify with guidance</p> | <p>Observe closely, using simple equipment</p> <p>Perform simple tests</p> <p>Identify and classify</p> | <p>Make systematic and careful observations, using simple equipment</p> <p>Use standard units when taking measurements</p>   | <p>Make systematic and careful observations using a range of equipment, including thermometers and data loggers</p>  | <p>Select, with prompting, and use appropriate equipment to take readings</p> <p>Take precise measurements using standard units</p>             | <p>Use a range of scientific equipment to take measurements</p> <p>Take measurements with increasing accuracy and precision</p> |

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|               |   |   |  | Take accurate measurements using standard units, where appropriate  | Begin to understand the need for repeat readings  | Take repeat readings when appropriate  |
| <b>Record</b> | Gather and record data  | Record and communicate their findings in a range of ways and begin to use simple scientific language<br>Gather and record data to help answer questions | With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions<br>With prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated | Gather, record, classify and present data in a variety of ways to help to answer questions<br>Record findings using simple scientific language, drawings and labelled diagrams<br>Record findings using keys, bar charts, and tables  | Take and process repeat readings<br>Record data and results<br>Record data using labelled diagrams, keys, tables and charts<br>Use line graphs to record data   | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs   |
| <b>Review</b> | Recognise findings<br>Use their observations and ideas to suggest answers to simple questions | Use their observations and ideas to suggest answers to simple questions   | With prompting, suggest conclusions from enquiries<br>Suggest how findings could be reported<br>Suggest possible improvements or further questions to investigate  | Report on findings from enquiries, including oral and written explanations, of results and conclusions<br>Report on findings from enquiries using displays or presentations<br>Identify differences, similarities or changes related to simple scientific ideas and processes<br>Use straightforward scientific evidence to answer questions or to support their findings<br>Use results to draw simple conclusions, make predictions for new values, suggest | Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships<br>With support, present findings from enquiries orally and in writing<br>Suggest further comparative or fair tests | Report and present findings from enquiries, including conclusions and causal relationships<br>Report and presents findings from enquiries in oral and written forms such as displays and other presentation<br>Report and present findings from enquiries, including explanations of, and degree of, trust in results<br>Identify scientific evidence that has been used to support or refute ideas or arguments<br>Use test results to make predictions to set up |

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|                                 |   |   |  | improvements and raise further questions   |  | further comparative and fair tests  |
| <b>Vocabulary</b>               | Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe   | Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data,   | Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results, conclusions, predictions, support, thermometers | Previous vocab plus enquiry types increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data loggers   | Previous vocab plus, notice patterns, relationships, independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, scatter graphs, line graphs, causal relationships, support/refute, data loggers | Previous vocab plus opinion/fact, confidently name scientific enquiry types   |
| <b>Areas of Study</b>           | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>   |
| <b>Animals including humans</b> | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)<br>Identify, name, draw and label the basic parts of the human body and say which | Understand that animals, including humans, have offspring which grow into adults<br>Describe the basic needs of animals, including humans, for survival (water, food and air)<br>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | 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<br>Identify that humans and some other animals have skeletons and muscles for support, protection and movement                        | Describe the simple functions of the basic parts of the digestive system in humans.<br>Identify the different types of teeth in humans and their simple functions.<br>Construct and interpret a variety of food chains, identifying producers, predators and prey. | Describe the changes as humans develop to old age.   | Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.<br>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.<br>Describe the ways in which nutrients and water are transported within animals, including humans. - (see also Evolution and inheritance) |

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|                                  | part of the body is associated with each sense  |   |   |  |   |  |
| Vocabulary                       | Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low | offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene  | Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate | Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain                        |   | Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle, evolution, suited/suitable, adapted, adaptation, offspring, reproduction, variation, inherit, inheritance, fossils  |
| Living things and their habitats |   | Explore and compare the differences between things that are living, dead, and things that have never been alive.<br>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.<br>Identify and name a variety of plants and animals in their |   | Recognise that living things can be grouped in a variety of ways<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.<br>Recognise that environments can change and that this can sometimes pose dangers to living things. | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br>Describe the life process of reproduction in some plants and animals. | 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.<br>Give reasons for classifying plants and animals based on specific characteristics.<br>- (see also Evolution and inheritance) |

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|            |   | habitats, including micro- habitats. 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 |  |   |   |   |
| Vocabulary |   | Living, dead, never been alive, names of local habitats, lond, woodland, meadow, name micro habitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter |  | Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact). | Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young | Organism, micro-organism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds, ,mammals, vertebrates, invertebrates, name some of these, arachnid, mollusc, insect, crustacean |
| Plants     | 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. | 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 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. |   |   | - (see Evolution and inheritance)   |

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| Vocabulary  | Names of: wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable   | seeds, bulbs, water, light, growth, healthy, shoot, seedling,   | leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal |   |  |  |
| Seasonal change   | Observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.  |   |  |   |  |  |
| Vocabulary  | Season, spring, summer, autumn, winter, weather, hot, warm, cool cold, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night  |   |  |   |  |  |
| Everyday materials (Y1)<br>Uses of everyday materials (Y2)<br>States of matter (Y4)<br>Properties and changes | 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. | 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, |  | 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 | 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 |  |

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| of materials (Y5) | Compare and group together a variety of everyday materials on the basis of their simple physical properties.  | bending, twisting and stretching.   |  | 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  | 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 |                                   |
| Vocabulary        | Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through | Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze |  | States of matter, solid, liquid, gas, air, oxygen, powder, grainular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees celcius, melt, freeze, solidify, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration | Y4 plus rigid, hard, soft, stretchy, flexible, waterproof, absorbant, electrical/thermal conductivity, melting, dissolve, solution, insoluble, solute, solvent, particle, mixture, filtering, sieving, residue, reversible/non reversible changes, new material, burning, rusting,  |                                   |
| Rocks             |   |   | 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. |   |   | - (see Evolution and inheritance) |

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| Vocabulary                         |  |  | Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat,   |   |  |  |
| Light (Y3 and 6)<br><br>Sound (Y4) |  |  | Recognise that they need light in order to see things and that dark is the absence of light.<br>Notice that light is reflected from surfaces.<br>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br>Recognise that shadows are formed when the light from a light source is blocked by a solid object.<br>Find patterns in the way that the size of shadows change | Identify how sounds are made, associating some of them with something vibrating.<br>Recognise that vibrations from sounds travel through a medium to the ear.<br>Find patterns between the pitch of a sound and features of the object that produced it.<br>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. |  | recognise that light appears to travel in straight lines<br>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<br>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<br>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| Vocabulary                         |  |  | Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent   | Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation,  |  | Light, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent   |

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|  |  |  |  | instrument, percussion, strings, bass, woodwind, tuned instrument |  |  |
| Forces and magnets (Y3)<br><br>Forces (Y5) |  |  | - 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 |   | - 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. |  |
| Vocabulary                                 |  |  | Force, contact force, non contact force, magnetic force, magnet, strength, bar/ring/button/horses hoe magnets, attract, repel, magnetic material, metal, iron, steel, non magnetic, poles, north/south pole  |   | Fall, Earth, gravity, weight, mass, air resistance, water resistance, friction, moving surfaces, mechanisms, levers, pulleys, gears, force, transfers  |  |
| Electricity                                |  |  | Identify common appliances that run on electricity.<br>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br>Identify whether or not a lamp will light in a simple series circuit, based   |   | - 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   |  |

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|                 |  |  |  | <p>on whether or not the lamp is part of a complete loop with a battery.<br/>         Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br/>         Recognise some common conductors and insulators, and associate metals with being good conductors.</p> |  | <p>recognised symbols when representing a simple circuit in a diagram.</p>   |
| Vocabulary      |  |  |  | <p>Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor, faster/slower, conductor, insulator, metal/non metal</p>             |  | <p>Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, conductor, insulator, voltage, current, resistance,</p> |
| Earth and Space |  |  |  |  | <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system -<br/>         describe the movement of the Moon relative to the Earth -<br/>         describe the Sun, Earth and Moon as approximately spherical bodies -<br/>         use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> |  |
| Vocabulary      |  |  |  |  | <p>Earth, planets, sun, solar system, moon, celestial body, spherical, rotation, spin,</p>   |  |

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|  |  |  |  |  | night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks |  |
| Evolution and inheritance (note for Year 6 – see Plants; Animals, including humans; Living things and their habitats; and Rocks for how some of these aspects have been covered lower down the school) |  |  |  |  |  | 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. |
| Vocabulary   |  |  |  |  |  | Evolution, suited, suitable, environment, adaptation, adapted, offspring, characteristics, vary, variation, inherit, inheritance, fossils  |