



Progression of Skills

Subject: Science

| PROGRESSION OF SKILLS - area/context | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|---|
| Planning and Communication and Sources | Use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations | Record observations, comparisons and measurements using tables and bar charts begin to plot points to form a simple graph use graphs to point out and interpret patterns in their data select information from a range of sources provided for them | Record observations systematically use appropriate scientific language and conventions to communicate quantitative and qualitative data select a range of appropriate sources of information including books, internet and CD Rom | Choose scales for graphs which show data and features effectively identify measurements and observations which do not fit into the main pattern begin to explain anomalous data use appropriate ways to communicate quantitative data using scientific language |
| Enquiring and Testing and Obtaining and Presenting Evidence | Put forward own ideas about how to find the answers to questions recognise the need to collect data to answer questions carry out a fair test with support recognise and explain why it is a fair test with help, pupils begin to realise that scientific ideas are based on evidence | With help, pupils begin to realise that scientific ideas are based on evidence show in the way they perform their tasks how to vary one factor while keeping others the same decide on an appropriate approach in their own investigations to answer questions describe which factors they are varying and which will remain the same and say why | Use previous knowledge and experience combined with experimental evidence to provide scientific explanations recognise the key factors to be considered in carrying out a fair test | Describe evidence for a scientific idea use scientific knowledge to identify an approach for an investigation explain how the interpretation leads to new ideas |
| Observing and Recording | Make relevant observations measure using given equipment select equipment from a limited range | Carry out measurement accurately make a series of observations, comparisons and measurements select and use suitable equipment make a series of observations and | Make a series of observations, comparisons and measurements with increasing precision select apparatus for a range of tasks plan to use apparatus effectively begin to make repeat | Measure quantities with precision using fine – scale divisions select and use information effectively make enough measurements or observations for the required task |



Progression of Skills

Subject: Science

| | | | | |
|--|---|---|---|---|
| | | measurements adequate for the task | observations and measurements systematically | |
| Considering Evidence and Evaluating | Begin to offer explanations for what they see and communicate in a scientific way what they have found out begin to identify patterns in recorded measurements suggest improvements in their work evaluate their findings | Predict outcomes using previous experience and knowledge and compare with actual results begin to relate their conclusions to scientific knowledge and understanding suggest improvements in their work, giving reasons | Make predictions based on their scientific knowledge and understanding draw conclusions that are consistent with the evidence relate evidence to scientific knowledge and understanding offer simple explanations for any differences in their results make practical suggestions about how their working methods could be improved | Make reasoned suggestions on how to improve working methods show how interpretation of evidence leads to new ideas explain conclusions, showing understanding of scientific ideas |

| Area of Study | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|--|--------|--------|--------|
| Plants | <ul style="list-style-type: none"> 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. | | | |



Progression of Skills

Subject: Science

| | | | | |
|---|--|--|--|--|
| | <ul style="list-style-type: none">• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | |
| Animals, Including Humans | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Describe the changes as humans develop to old age. | <ul style="list-style-type: none">• 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. |
| Living Things and their Habitats | | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |



Progression of Skills

Subject: Science

| | | | | |
|----------------------------------|---|---|--|--|
| | | pose dangers to living things. | | <ul style="list-style-type: none">• Give reasons for classifying plants and animals based on specific characteristics. |
| Evolution and Inheritance | | | | <ul style="list-style-type: none">• 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. |
| Materials | Rocks: <ul style="list-style-type: none">• 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 | States of matter: <ul style="list-style-type: none">• 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 | Properties and Changes of Materials: <ul style="list-style-type: none">• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity | |



Progression of Skills

Subject: Science

| | | | | |
|--|---|---|---|--|
| | <p>things that have lived are trapped within rock.</p> <ul style="list-style-type: none">• Recognise that soils are made from rocks and organic matter. | <p>measure or research the temperature at which this happens in degrees Celsius (°C).</p> <ul style="list-style-type: none">• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | <p>(electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none">• 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. | |
|--|---|---|---|--|



Progression of Skills

Subject: Science

| | | | | |
|---------------------------|--|--|--|--|
| | | | | |
| Light | <ul style="list-style-type: none">• Recognise that they need light in order to see things and that the 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 a solid object.• Find patterns in the way that the size of shadows changes. | | | <ul style="list-style-type: none">• 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. |
| Forces and Magnets | <ul style="list-style-type: none">• Compare how things move on different surfaces.• Notice that some forces need contact between two objects, but magnetic forces can act at a distance. | | <ul style="list-style-type: none">• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. | |



Progression of Skills

Subject: Science

| | | | | |
|------------------------|--|--|---|--|
| | <ul style="list-style-type: none">• 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 on 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. | | <ul style="list-style-type: none">• 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. | |
| Earth and Space | | | <ul style="list-style-type: none">• Describe the movement of the Earth, and other planets, relative to the Sun.• 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 | |



Progression of Skills

Subject: Science

| | | | | |
|--------------------|--|--|-------------------------------------|--|
| | | | movement of the sun across the sky. | |
| Sound | | <ul style="list-style-type: none">• 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. | | |
| Electricity | | <ul style="list-style-type: none">• 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 | | <ul style="list-style-type: none">• 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 |



Progression of Skills

Subject: Science

| | | | | |
|--|--|---|--|--|
| | | <p>series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <ul style="list-style-type: none"> 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. | | <p>bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> Use recognised symbols when representing a simple circuit in a diagram. |
|--|--|---|--|--|

| | | | | |
|--|---|--|---|--|
| <p>What are the key/essential knowledge and skills for this year group?</p> | <p><u>Planning, communication and sources</u> To record observations in written/pictorial and diagrammatic forms.</p> <p><u>Enquiring, testing, obtaining and presenting methods</u> To recognise the need to collect data, to answer questions to carry out a fair test.</p> <p><u>Observing and recording</u> To begin making observations and use given equipment to measure.</p> <p><u>Considering evidence and evaluating</u> To begin to offer explanations for what they see and begin to identify patterns.</p> | <p><u>Planning, communication and sources</u> To form a simple bar graph and interpret patterns in data.</p> <p><u>Enquiring, testing, obtaining and presenting methods</u> To vary one factor while keeping the others the same during a scientific enquiry.</p> <p><u>Observing and recording</u> To carry out measurements accurately and to make a series of observations.</p> <p><u>Considering evidence and evaluating</u> To predict outcomes using previous experience and scientific knowledge.</p> | <p><u>Planning, communication and sources</u> To record observations systematically and communicate data using appropriate scientific language.</p> <p><u>Enquiring, testing, obtaining and presenting methods</u> To use previous knowledge and experience to recognise key factors in carrying out a fair test.</p> <p><u>Observing and recording</u> To make comparisons between observations with increasing precision.</p> <p><u>Considering evidence and evaluating</u> To draw conclusions that are consistent with scientific</p> | <p><u>Planning, communication and sources</u> To choose scales for graphs and use appropriate ways to communicate quantitative data using scientific data.</p> <p><u>Enquiring, testing, obtaining and presenting methods</u> To use scientific knowledge to recognise an approach in an investigation.</p> <p><u>Observing and recording</u> To measure quantities with precision using fine scale divisions.</p> <p><u>Considering evidence and evaluating</u> To make suggestions on how to improve working methods which</p> |
|--|---|--|---|--|



Hampton Junior School

Progression of Skills

Subject: Science

| | | | | |
|--|--|--|-----------|--|
| | | | evidence. | shows how evidence leads to new ideas. |
|--|--|--|-----------|--|