

Science Progression at Dorchester Primary School

Knowledge and Understanding

	EYFS	Year 1	Year 2	Year 3	Year 5
Plants	- understand the key features of the life cycle of a plant - plant seeds and care for growing plants - explore the natural world around them, making observations and drawing pictures of animals and 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 name a variety of plants and animals in their habitats, including micro-organisms	- Identify and describe the functions of different parts of flowering plants: root, 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	- Describe the life process of reproduction in some plants and animals
Vocabulary		Common, Wild plants, Garden plants, Deciduous, Evergreen, Tree, Leaves, Flowers, Blossom, Petals, Fruit, Vegetables , Roots, Bulb, Seed, Trunk, Branches,	Seeds, Bulbs, Water, Light, Suitable temperature, Grow, Healthy, Germinate, decompose	Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower	Life Cycle, Reproduction, Stamen, Ovary, Seed, Pollen, Pollination, Stigma, Petal, Sexual, Asexual, gametes, tuber

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	EYFS	Year 1	Year 2	Year 3	Year 5	Year 6
Animal S	- understand the key features of the life cycle of an animal - explore the natural world around them, making observations and drawing pictures of animals and plants - Begin to understand the need to respect and care for the natural environment and all living things. - understand what different animals eat	- 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)	- 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, air) - identify and name a variety of plants and animals in their habitats, including microhabitats	- 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	- 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	- describe the ways in which nutrients and water are transported within animals, including humans
Vocabular Y		Animal, Fish, Amphibian, Reptile, Bird, Mammal, Carnivore, Herbivore, Omnivore, Common, Pet, Tail, Wings, Feathers, Fins, Beak, Gills, Fur	Young, Offspring, Grow, Develop, Change, Hatch, Lay, Crawl, Talk, Adults, Nutrition, Survival	Nutrients, fibre, fats, saturated and unsaturated, vitamins, minerals, skeletons, muscles, tendons, joints, muscles, vertebrate, invertebrate	Gestation, asexual reproduction, sexual reproduction, sperm, egg, cells, clone, embryo, foetus, uterus, prenatal, adolescence, puberty, menstruation, adulthood, menopause, life expectancy, old age, hormones, sweat,	Water transportation, nutrient transportation, waste products, circulatory system, blood vessels, oxygenated blood, deoxygenated blood, arteries, veins, capillaries,

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human S	- sequence family members by size and name (baby,child, adult) - make healthy choices about food, drink, activity and tooth brushing - know and talk about the different factors that support their overall health and wellbeing (exercise, health eating, tooth brushing, good sleep routine)	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	- 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, air) - 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 - 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 - identify the different types of teeth in humans and their simple functions	- 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 - 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
Vocabular Y		Elbow, Leg, Knee, Face, Ears, Nose, Eyes, Hair, Mouth, Teeth, Sight, Hearing, Touch, Smell, Taste	Offspring, Grow, Adults, Nutrition, Reproduce, Survival, Hygiene, Healthy, Unhealthy, Baby, Toddler, Child, Teenager, Adult, Exercise, Diet, Germs, Fruit and Vegetables, Proteins, Dairy, Carbohydrates,	Nutrient, Vitamins, Minerals, Fat, Protein, Carbohydrates, Fibre, Water, Skeleton, Support, Protection, Skull, Ribs, Heart, Lungs, Brain, Movement, Joint, Muscles,	Human digestive system, Tongue, Moisten, Saliva, Incisor, Canine, Molar, Oesophagus, Stomach, Acid, Enzyme, Small intestine, Large intestine, Absorbs, Nutrients, Vitamins, Floss	Adulthood, prenatal, adolescence, puberty, menstruation, adulthood, menopause, life expectancy, old age, hormones, sweat, breasts, penis, larynx, ovaries, genetalia, pubic hair.	Circulation, heart, pulse, heartbeat, heart rate, lungs, breathing, blood vessels, blood pump, transported, oxygenated blood, deoxygenated blood, oxygen, arteries, veins, capillaries,

			Fat, Salt, Sugar	Contract, Relax, Diet			chambers, plasma, platelets, white blood cells, red blood cells, drug, alcohol, smoking, disease, calorie, energy, input, energy output.
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	EYFS	Year 1	Year 2	Year 4	Year 6
Habitats	- understand the effect of changing seasons on the natural world around them - recognise some environments that are different to the one in which they live -E.g. Monkey puzzle story	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies	- 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	- 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	- 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

			food chain, and identify and name different sources of food		
Vocabulary		Seasons, spring, summer, autumn, winter, seasonal change, weather, sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm,cold, storm, wind, thunder, weather, forecast, daylight, night, day, temperature, rainfall, wind direction,thermo meter, rain gauge.	Living, Dead, Habitats, Microhabitats, Food, Food Chain	Food chains, Sun, Producers, Prey, Predators	Micro-organisms, Classification, Classify, Invertebrates, Vertebrates

	EYFS	Year 2	Year 3	Year 4	Year 6
Evolution	- explore similarities and differences between them and their friends - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - taking each others fingerprints and observing for differences	- 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	- describe in simple terms how fossils are formed when things that have lived are trapped within rock	- recognise that environments can change and that this can sometimes pose dangers to living things	- 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		Basic needs, survive, food, air, exercise, diet, nutrition, healthy balanced diet, habitats, depend, shelter, safety, survive, suited, space, minibeast, food, predator, prey, names of habitats and microhabitats (under the leaves, woodland, rainforest, sea shore, ocean, urban, local habitat.) soil, water, air.	Natural, human made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil, palaeontology	Safety, environment, environmental changes, adapt, natural changes, climate change, deforestation, pollution, urbanisation, invasive species, endangered species, extinction.	Evolution and inheritance, evolve, adaptation, inherit, natural selection, adaptive traits, inherited traits, mutations, theory of evolution, ancestors, biological parent, chromosomes, genes, Charles Darwin.
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	EYFS	Year 1	Year 2	Year 3	Year 5
Materials and their properties	- use all their senses in hands-on exploration of natural materials - explore collections of materials with similar and/or different properties - talk about the difference between materials and changes they notice - safely use and explore a variety of materials	- 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 properties	- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	- 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 rocks - recognise that soils are made from rocks and organic matter - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic	- 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 - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

				materials	
Vocabulary		<u>Names of materials</u> , wood, plastic, metal, glass, water, rock, paper, cardboard, rubber, fabric <u>Properties of materials</u> , hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff, object.	Brick, Rock, Paper, Cardboard, squash, bend, twist, stretch, strong, flexible, light, hard wearing, elastic, suitability, recycle, pollution	Fossils, Sedimentary Rock, Soils, Organic Matter, Grains, Crystals, Chalk, Marble, Limestone, Igneous, Metamorphic, Sandstone, Appearance, Properties	Hardness, Solubility, Conductive (electrical and thermal), Transparency, Dissolve, Solution, Separate, Filtering, Sieving, Evaporating, Reversible, Irreversible, Changes, Insulation
	EYFS	Year 2		Year 4	Year 5
Changing Materials	- talk about the difference between materials and changes they notice - safely use and explore a variety of materials - to think of different ways to unfreeze Santa's frozen hands	- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		- 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 Celcius - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	- 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 - 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		Squashing, Bending, Twisting, Stretching,		States of matter, solids,	Hardness, Solubility, Conductive

ry		strong, flexible, light, hard wearing, elastic. suitability	liquids, gases, particles, change state, evaporate, condense, melt, freeze, heat, cool, melting point, freezing point, boiling point, water vapour. Water cycle, precipitation, evaporation, condensation, ground run off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail, atmosphere.	(electrical and thermal), Transparency, Dissolve, Solution, Separate, Filtering, Sieving, Evaporating, Reversible, Irreversible, Changes, Insulation, substance, chemical change, burning, new material, product
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	EYFS	Year 2	Year 3	Year 5
Forces	- explore and talk about different forces they can feel - Can they make people move faster/slower across different surfaces?	- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	- compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act as 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		Squashing, Bending, Twisting,	<u>How things move</u> , move, movement, surface, distance, strength, <u>Types of forces</u> , push, pull, contact force, non-contact force, friction. <u>Magnets</u> , magnetic field,	Air resistance, water resistance, buoyancy, upthrust, Earth's gravitational pull, gravity, opposing

		Stretching, strong, flexible, light, hard wearing, elastic. suitability	magnetic, force, bar magnet, horseshoe magnet, ring magnet, magnetic poles (north, south,) attract, repel, compass. <u>Magnetic and non magnetic materials.</u> Iron, nickel, cobalt	forces, driving force, Levers, pulleys, gears/cogs Weight, mass, kilograms (kg), Newtons (n), scales, speed, fast, slow, streamlined, Earth.
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	EYFS	Year 3	Year 6
Light	- explore colour and colour-mixing. - draw around each other's shadows and create shadow puppets	- 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	- 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
Vocabulary		Light, See, Dark, Reflect, Surface, Natural, Star, Sun, Moon, Artificial, Torch, Candle, Lamp, Shadow, Opaque, Protect, Dangerous UV light	Travels, Straight, Source, Object, Rainbow, Filters, Reflection, Mirrors, Periscope

	EYFS	Year 1	Year 5
Earth & Space	-explore the natural world around them - describe what they see, hear and feel whilst outside	- observe changes across the four seasons - observe and describe weather associated with	- describe the movement of the Earth, and other planets, relative to the Sun in the solar system

	- understand the effect of changing seasons on the natural world around them	the seasons and how day length varies	- 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
Vocabulary		Seasons, spring, summer, autumn, winter, seasonal change, weather, sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm,cold, storm, wind, thunder, weather, forecast, daylight, night, day, temperature, rainfall, wind direction,thermometer, rain gauge.	<u>Solar system</u> Star, planet, <u>Names of planets.</u> Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus, <u>Shape</u> spherical bodies, sphere. <u>Movement</u> , rotate, axis, orbit, satellite. <u>Theories</u> , geocentric model, heliocentric model, astronomer. <u>Day length</u> , sunrise, sunset, midday, time zone.

	Year 4	Year 6
Electricity	- 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	- 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
Vocabulary	<u>Electricity</u> , mains powered, battery powered, mains electricity, plug, appliances, devices, <u>Circuits</u> , circuit, simple series circuit, complete circuit, incomplete circuit. <u>Circuit parts</u> , bulb, cell, wire,	Voltage, Brightness, Volume, Series, Circuit, Diagram, Motor, Symbols, amps, resistance, electrons, volts, current, function, filament, dimmer, brighter, louder, quieter. <u>Types of electricity</u> : natural, electricity, human made electricity, solar panels, power stations.

	buzzer, switch, motor, battery <u>Materials</u> , electrical conductor, electrical insulator, safety	
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	EYFS	Year 1	Year 4
Sound	- Play instruments with increasing control to express their feelings and ideas. - Listen with increased attention to sounds - Listen attentively, move to and talk about music, expressing their feelings and responses.	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	- 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
Vocabulary		Elbow, Leg, Knee, Face, Ears, Nose, Eyes, Hair, Mouth, Teeth, Sight, Hearing, Touch, Smell, Taste	Vibration, Air, Medium, Ear, Hear, Sound, Volume, Pitch, Faint, Loud, String, Percussion, Woodwind, Brass, Insulate

<u>Scientific Enquiry Skills Progression</u>				
	EYFS	KS1	Lower KS2	Upper KS2
Asking Questions and Carrying Out Fair and Comparative Tests	Answer 'how' and 'why' questions Begin to use 'why' questions Use past, present and future forms accurately when talking	Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Children can: a) explore the world around	Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Children can:	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Using test results to make predictions to set up

	about events that are to happen in the future. Learning how to use pipettes and tweezers accurately	them, leading them to ask some simple scientific questions about how and why things happen; b) begin to recognise ways in which they might answer scientific questions; c) ask people questions and use simple secondary sources to find answers; d) carry out simple practical tests, using simple equipment; e) experience different types of scientific enquiries, including practical activities; f) talk about the aim of scientific tests they are working on.	a) start to raise their own relevant questions about the world around them in response to a range of scientific experiences; b) start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; c) recognise when a fair test is necessary; d) help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used; e) set up and carry out simple comparative and fair tests.	further comparative and fair tests. Children can: a) with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; b) with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; c) explore and talk about their ideas, raising different kinds of scientific questions; d) ask their own questions about scientific phenomena; e) select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; f) make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; g) plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary; h) use their test results to identify when further tests and observations may be needed; i) use test results to make predictions for further tests
Observing and Measuring Changes	Estimate, measure, weigh and compare and order objects and talk about properties, position and time. Make observations of animals	Observing closely, using simple equipment. Children can: a) observe the natural and humanly constructed world around them;	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Children can:

	and plants Use a range of vocabulary to add information, express ideas or to explain or justify actions or events	b) observe changes over time; c) use simple measurements and equipment; d) make careful observations, sometimes using equipment to help them observe carefully.	thermometers and data loggers. Children can: a) make systematic and careful observations; b) observe changes over time; c) use a range of equipment, including thermometers and data loggers; d) ask their own questions about what they observe; e) where appropriate, take accurate measurements using standard units using a range of equipment.	a) choose the most appropriate equipment to make measurements and explain how to use it accurately; b) take measurements using a range of scientific equipment with increasing accuracy and precision; c) make careful and focused observations; d) know the importance of taking repeat readings and take repeat readings where appropriate.
Identifying, Classifying, Recording and Presenting Data	Record information collected in a variety of ways including photos, drawings, notes. Explain why some things occur Express themselves effectively, showing awareness of listeners' needs.	Identifying and classifying. Gathering and recording data to help in answering questions. Children can: a) use simple features to compare objects, materials and living things; b) decide how to sort and classify objects into simple groups with some help; c) record and communicate findings in a range of ways with support; d) sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables	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. Children can: a) talk about criteria for grouping, sorting and classifying; b) group and classify things; c) collect data from their own observations and measurements; d) present data in a variety of ways to help in answering questions; e) use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; f) record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Children can: a) independently group, classify and describe living things and materials; b) use and develop keys and other information records to identify, classify and describe living things and materials; c) decide how to record data from a choice of familiar approaches; d) record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.
Drawing	Talk about similarities and differences in relation to places,	Using their observations and ideas to suggest answers to	Using results to draw simple conclusions, make predictions for	Reporting and presenting findings from enquiries, including

Conclusions, Noticing Patterns and Presenting Findings	objects, materials and living things Answer 'how' and 'why' questions about their experiences and in response to stories or event	questions. Children can: a) notice links between cause and effect with support; b) begin to notice patterns and relationships with support; c) begin to draw simple conclusions; d) identify and discuss differences between their results; e) use simple and scientific language; f) read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1; g) talk about their findings to a variety of audiences in a variety of ways.	new values, suggest improvements and raise further questions. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Children can: a) draw simple conclusions from their results; b) make predictions; c) suggest improvements to investigations; d) raise further questions which could be investigated; e) first talk about, and then go on to write about, what they have found out; f) report and present their results and conclusions to others in written and oral forms with increasing confidence.	conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Children can: a) notice patterns; b) draw conclusions based in their data and observations; c) use their scientific knowledge and understanding to explain their findings; d) read, spell and pronounce scientific vocabulary correctly; e) identify patterns that might be found in the natural environment; f) look for different causal relationships in their data; g) discuss the degree of trust they can have in a set of results; h) independently report and present their conclusions to others in oral and written forms.
Using Scientific Evidence and Secondary Sources of Information	Look at books and the internet to find things out		Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. Children can: a) make links between their own science results and other scientific evidence; b) use straightforward scientific evidence to answer questions or support their findings; c) identify similarities, differences, patterns and changes relating to simple scientific ideas	Identifying scientific evidence that has been used to support or refute ideas or arguments. Children can: a) use primary and secondary sources evidence to justify ideas; b) identify evidence that refutes or supports their ideas; c) recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact; d) use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas; e) talk about how scientific ideas have developed

			and processes; d) recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations	over time.
Vocabulary		Science, Experiment, Fair, Find out, Explain, Reason, Why, Change, Question, Answer, Test, Compare, Observe, Group, Record, Data, Chart, Classify. What...? How? Why ...? similar different best and worst change plan look biggest and smallest compare sort and group observe change slowly quickly describe name identify label record measure bigger and smaller pattern notice cycle predict	gradually, identify, observe, recognise, investigate, record, units, table, fair, evidence, research, length, observations, prediction, similarities, differences, research and source scientists, discovery, process, cycle, measurements, conclude, evaluate, rank, plan, vary, keep the same/constant, bar graph, table, tally.	classify, interpret, pattern, relationship, prediction, analyse, interpret, conclude, evaluate, rank, variable, constants, control, repeat, key relationship, line, graph, hypothesis, variable constants, evaluate, plan, conclude, interpret, classify, categorise, database, enquiry, control, repeat, support, refute, degree of trust, scatter, graph.

Understanding the Progression Map

EYFS	
Topic	Where to look on progression document

Year 1	
Topic	Where to look on progression document
Plants	Plants
Animals, including humans	Animals, Humans, Sound
Everyday Materials	Materials & their properties,
Seasonal Changes	Habitats, Earth & Space

Year 2	
Topic	Where to look on progression document
Living things & Habitats	Habitats, Evolution, Animals, Plants
Animals, including humans	Animals, Humans
Plants	Plants
Use of Everyday Materials	Materials & their properties, Changing materials, Forces

Year 3	
Topic	Where to look on progression document
Plants	Plants
Animals, including humans	Animals, Humans
Rocks	Materials & their properties, Evolution
Light	Light
Forces & Magnets	Forces, Materials & their properties

Year 4	
Topic	Where to look on progression document
Living Things & Habitats	Habitats, Evolution
Animals, including Humans	Humans, Habitats
States of Matter	Changing Materials
Sound	Sound
Electricity	Electricity

Year 5	
Topic	Where to look on progression document
Living Things & Habitats	Animals, Plants
Animals, including humans	Humans
Properties & Changes of Materials	Materials & their Properties, Changing Materials
Earth & Space	Earth & Space
Forces	Forces

Year 6	
Topic	Where to look on progression document
Living Things & Habitats	Habitats
Animals, including humans	Animals, Humans
Evolution	Evolution
Light	Light
Electricity	Electricity