



	'Happy to Be Me'	'Let's Play'	'Under the Sea'	'No Place Like Home'	'Come and Join the Celebration'	'Jurassic Park'	'Animal Crackers'
EYFS Year A	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Explore how things work Explore and talk about different forces they can feel 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Explore the natural world around them <p>Describe what they see, hear and feel whilst outside</p>	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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 <p>Explore the natural world around them</p>		<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary Use all their senses in hands-on exploration of natural materials Explore how things work Understand the key features of the life cycle of an animal Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and / or different properties Talk about the differences between materials and changes they notice Explore how things work



	'Happy to Be Me'	'Help is at Hand'	'Come Fly With Me!' Asia	'What On Earth...?'	'Food Glorious Food'	'Way Back When...' Hats Had Brims	'If You Go Down to the Woods...'
EYFS Year B	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them 			<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of plants Know that processes and change occur (sc kb) Know when in everyday activities science is useful (sc kb) Know that processes and changes occur (sc kb) Know when in everyday activities science is useful (sc kb) Know that processes and change occur (sc kb) Know when in everyday activities science is useful (sc kb) Know that processes and changes occur (sc kb) 		<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them Know that processes and changes occur (sc kb) Know that saying what you see is an important aspect of science (sc kb) Know when in everyday activities science is useful.



	'Happily Ever After'	'Unity in the Community'	'Come Fly With Me!' Arctic Circle	'Light Up the World'	'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'
Y1	<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>	<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>	<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>	<p>Sc6 Explore and observe in order to collect data and describe and compare findings</p> <p>Sc7 With help, suggest some ideas and questions and predict what might happen</p> <p>Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions</p> <p>Sc9 Observe closely using simple equipment</p> <p>Sc10 Recognise ways in which evidence can be collected</p> <p>Sc11 Use simple scientific language</p>			
Y2	'Mobile Mystery'	'The Beachcombers'	'Zero to Hero'	'Going Wild!'	'Dancing Spy'	'Paddington's Passport'	'Record Breaker'
		<p>Sc6 Explore and observe in order to collect data and describe and compare findings</p> <p>Sc7 With help, suggest some ideas and questions and predict what might happen</p> <p>Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions</p> <p>Sc9 Observe closely using simple equipment</p> <p>Sc10 Recognise ways in which evidence can be collected</p> <p>Sc11 Use simple scientific language</p> <p>Sc12 Perform simple tests</p> <p>Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared</p>	<p>Sc6 Explore and observe in order to collect data and describe and compare findings</p> <p>Sc7 With help, suggest some ideas and questions and predict what might happen</p> <p>Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions</p> <p>Sc9 Observe closely using simple equipment</p> <p>Sc11 Use simple scientific language</p> <p>Sc12 Perform simple tests</p> <p>Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and</p>	<p>Sc1 Suggest what might happen and perform simple tests</p> <p>Sc2 Explore using senses and record findings in simple ways</p> <p>Sc3 Collect evidence to try to answer a question</p> <p>Sc4 Make simple comparisons through observation</p> <p>Sc5 Identify and classify based on simple criteria</p>			



	'Hot off the Press'	'Athens v Sparta'	'Come Fly With Me!' Africa	'Under the Canopy'	'Lindow Man'	'Rocky the Findosaur'	'Out and About'
Y3		<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p>Sc24 Use results to draw simple conclusions</p>	<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p>	<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p>Sc24 Use results to draw simple conclusions</p>		<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing & make predictions</p> <p>Sc27 Make close observations, comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise & explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>	



	'Lightning Speed'	'Law and Order'	'Cry Freedom'	Picture Our Planet	'Viking Warrior'	'May the Force Be With You'	'Saxon King'	
Y4	<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing and make predictions</p> <p>Sc27 Make close observations and comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise and explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>		<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing and make predictions</p> <p>Sc27 Make close observations and comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise and explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>	<p>Sc25 Set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc26 Put forward ideas about testing and make predictions</p> <p>Sc27 Make close observations and comparisons</p> <p>Sc28 Observe patterns and suggest explanations</p> <p>Sc29 Collect data</p> <p>Sc30 Recognise and explain why a test is fair or unfair</p> <p>Sc31 Identify simple trends to answer questions</p> <p>Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated</p> <p>Sc33 Use scientific evidence to answer questions</p> <p>Sc34 Use a range of equipment, including data loggers and thermometers</p> <p>Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language</p> <p>Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports</p> <p>Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions</p>	<p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p>Sc24 Use results to draw simple conclusions</p>			

Science Skills Progression Map



	'Mission Control'	'You're Not Invited'	'Cosmopolitan'	'Global Warning'	'Fighting Footballer'	'Go With The Flow'	'Pharaoh Queen'
Y5	<p>Sc39 Make predictions based on scientific knowledge</p> <p>Sc42 Identify trends and patterns and offer explanations for these</p> <p>Sc46 Select information from provided sources</p> <p>Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</p>		<p>Sc38 Plan different types of scientific investigations</p> <p>Sc39 Make predictions based on scientific knowledge</p> <p>Sc40 Carry out a range of scientific investigations</p> <p>Sc46 Select information from provided sources</p> <p>Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</p> <p>Sc48 Produce written explanations of results, causal explanations and conclusions</p> <p>Sc49 Use results to make predictions for further tests</p>	<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc52 Carry out a range of scientific investigations</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p>Sc60 Present reports of findings in written form, displays and presentations</p> <p>Sc61 Use test results to make predictions and set up further comparative and fair tests</p>		<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc52 Carry out a range of scientific investigations</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line</p>	

Science Skills Progression Map



	'A World of Bright Ideas'	'Wars of the World'	'I Have a Dream...'	'Too Hot to Handle'	'True Crime'	'In Your Element'	'Time Team'
Y6	<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc52 Carry out a range of scientific investigations</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p>Sc60 Present reports of findings in written form, displays and presentations</p> <p>Sc61 Use test results to make predictions and set up further comparative and fair tests</p>	<p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc55 Take measurements using a range of scientific equipment with accuracy and precision</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc59 Report findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions</p> <p>Sc61 Use test results to make predictions and set up further comparative and fair tests</p>	<p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc57 Select information from a range of sources</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p> <p>Sc60 Present reports of findings in written form, displays and presentations</p>	<p>Sc52 Carry out a range of scientific investigations</p> <p>Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions</p> <p>Sc51 Make predictions based on scientific knowledge and understanding</p> <p>Sc53 Recognise and control variables where appropriate during investigations</p> <p>Sc54 Identify scientific evidence that has been used to support or refute ideas</p> <p>Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT</p>			