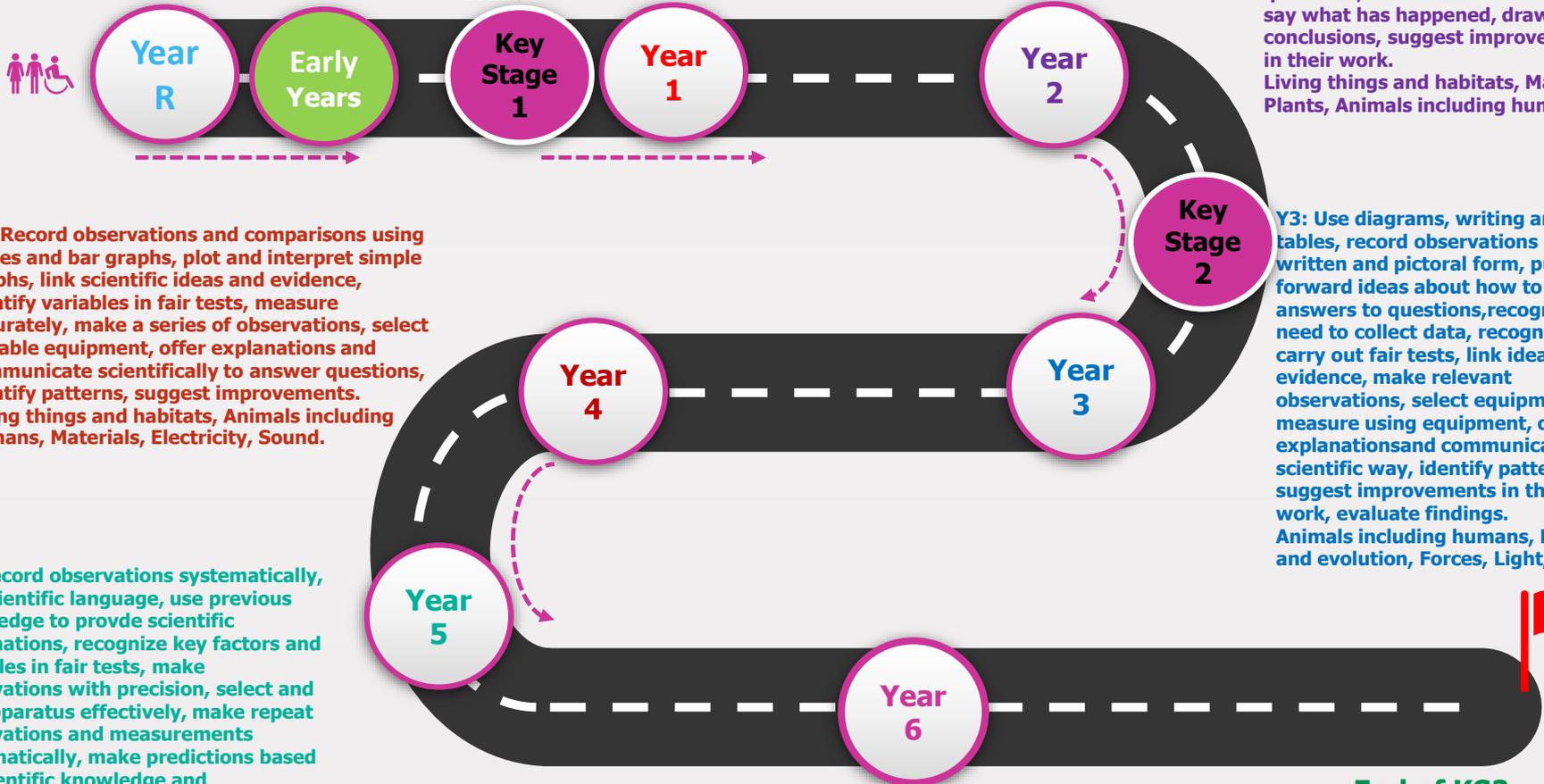


Progression in Science

The Journey Starts

All children to achieve a GLD by end of Year R



Y1: Draw simple pictures, identify key features, talk about what they see and do, ask questions, test ideas, say what they think will happen, compare some living things, make observations, draw and label, make simple comparisons and groupings, say what has happened and whether this was expected. Animals including humans, Living things and habitats, Materials, Plants

Y2: Describe observations using scientific vocabulary, suggest how to find things out, ask questions, use simple equipment to aid observation, make observations relevant to their task, respond to questions, collect and record data, say what has happened, draw simple conclusions, suggest improvements in their work. Living things and habitats, Materials, Plants, Animals including humans

Y4: Record observations and comparisons using tables and bar graphs, plot and interpret simple graphs, link scientific ideas and evidence, identify variables in fair tests, measure accurately, make a series of observations, select suitable equipment, offer explanations and communicate scientifically to answer questions, identify patterns, suggest improvements. Living things and habitats, Animals including humans, Materials, Electricity, Sound.

Y3: Use diagrams, writing and tables, record observations in written and pictorial form, put forward ideas about how to find answers to questions, recognize the need to collect data, recognise and carry out fair tests, link ideas to evidence, make relevant observations, select equipment, measure using equipment, offer explanations and communicate in a scientific way, identify patterns, suggest improvements in their work, evaluate findings. Animals including humans, Earth and evolution, Forces, Light, Plants.

Y5: Record observations systematically, use scientific language, use previous knowledge to provide scientific explanations, recognize key factors and variables in fair tests, make observations with precision, select and use apparatus effectively, make repeat observations and measurements systematically, make predictions based on scientific knowledge and understanding, draw conclusions consistent with evidence, relate evidence to scientific knowledge and understanding, explain differences in results, make practical suggestions for improvements to working methods. Earth and Space, Forces, Materials, Living things and habitats, Animals including humans.

Y6: Choose scales for graphs, identify measurements and observations that do not fit into main patterns, begin to explain anomalous data, communicate quantitative data using scientific language, describe evidence for scientific ideas, use scientific knowledge, measure with precision using fine scale divisions, make enough measurements or observation as required, make reasoned suggestions to improve working, interpret evidence to lead to new ideas, explain conclusions showing understanding of scientific ideas. Living things and habitats, Earth and evolution, Light, Electricity, Animals including humans.

End of KS2

Children will leave Cheddington Combined School scientifically curious with an enthusiasm and confidence to investigate using scientific methods which can be used to extend their scientific knowledge and understanding of the world around them.