



Swainswick Science Progression of skills



EYFS

Communication and language

- Learn new vocabulary.
- Ask questions to find out more and to check what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Use new vocabulary in different contexts.

Personal, social and emotional development

- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Understanding the world

- Explore the natural world around them.
- Describe what they see, hear and feel while they are outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Progression of skills

1	2	3	4	5	6
<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Use simple equipment to observe closely • Perform simple tests • Identify and classify • Use his/her observations and ideas to suggest answers to questions • Gather and record data to help in answering questions 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • Use simple equipment to observe closely including changes over time • Perform simple comparative tests • Identify, group and classify • Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns • Gather and record data to help in answering questions including from secondary sources of information 	<ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations using equipment where appropriate • Gather, record, classify and present data in a variety of ways • Record findings using simple scientific language presented in different ways • Report on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support his/her findings 	<ul style="list-style-type: none"> • Ask relevant questions and use an understanding of different types of scientific enquiries to best answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions • Use results to draw simple conclusions, make new predictions for new values, suggest improvements and raise further questions • Identify similarities, differences or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments 	<ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments