

# Curriculum Skills and Progression Map

## Science Skills



Early Years Foundation Stage	Key Stage 1
<p><b>Understanding of the World</b> <b>The World</b></p> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"><li>• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments may vary from one to another. They make observations of animals and plants and explain why some things occur and talk about changes.</li></ul> <p><b>Physical Development</b> <b>Health and Self- Care</b></p> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"><li>• Children know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.</li></ul>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"><li>• Asking simple questions and recognising that they can be answered in different ways</li><li>• Observing closely, using simple equipment</li><li>• Performing simple test</li><li>• Identifying and classifying</li><li>• Using their observations and ideas to suggest answers to questions</li><li>• Gathering and recording data to help in answering questions.</li></ul>

	Questioning and Enquiry Planning	Observing and Measuring Pattern Seeking	Investigating	Recording and Reporting Findings	Identifying, grouping and classifying	Research	Conclusions and Vocabulary
Early Years Foundation Stage	<ul style="list-style-type: none"> <li>● Ask simple questions about the immediate environment and the world</li> </ul>	<ul style="list-style-type: none"> <li>● Make observations both in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Investigate things in the immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>● Tell an adult things that they have observed and found out</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and sort objects and materials</li> </ul>	<ul style="list-style-type: none"> <li>● Use books and computers with support to find things out</li> </ul>	<ul style="list-style-type: none"> <li>● Tell an adult what they have observed using some scientific vocabulary with support</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● Ask simple questions about the world around us</li> <li>● Begin to recognise that they can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to observe closely, using simple equipment</li> <li>● Use simple observations and ideas to suggest answers to questions</li> <li>● Observe simple changes over time and, with guidance, begin to notice patterns and relationships</li> <li>● Say what I am looking for and what I am measuring</li> <li>● Know how to use simple equipment safely</li> <li>● Use simple measurements and equipment with support (e.g. hand lenses and egg timers)</li> <li>● Begin to progress from non-standard units, reading cm, m, cl, l, °C</li> </ul>	<ul style="list-style-type: none"> <li>● Perform simple tests with support</li> <li>● Begin to discuss my ideas about how to find things out</li> <li>● Begin to say what happened in my investigation.</li> </ul>	<ul style="list-style-type: none"> <li>● Gather and record data with some adult support, to help in answering</li> <li>● Begin to record simple data</li> <li>● Begin to record and communicate their findings in a range of ways</li> <li>● Can show my results in a simple table that my teacher has provided</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and classify with some support</li> <li>● Begin to observe and identify, compare and describe</li> <li>● Begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to use simple secondary sources to find answers</li> <li>● Begin to find information to help me from books and computers with help</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to talk about what they have found out and how they found it out</li> <li>● Begin to say what happened in my investigation</li> <li>● Begin to say whether I was surprised at the results or not</li> <li>● Begin to say what I would change about my investigation</li> <li>● Use some simple scientific language</li> <li>● Begin to use some science words</li> <li>● Use comparative language with support</li> </ul>

<p>Year 2</p>	<ul style="list-style-type: none"> <li>● Ask questions about the world around us</li> <li>● Recognise that they can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>● Observe closely, using simple equipment</li> <li>● Use observations and ideas to suggest answers to questions</li> <li>● Observe changes over time and, with guidance, begin to notice patterns and relationships</li> <li>● Say what I am looking for and what I am measuring</li> <li>● Know how to use simple equipment safely</li> <li>● Use simple measurements and equipment with increasing independence (e.g. hand lenses and egg timers)</li> <li>● Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C</li> </ul>	<ul style="list-style-type: none"> <li>● Perform simple tests</li> <li>● To discuss my ideas about how to find things out</li> <li>● Say what happened in my investigation</li> </ul>	<ul style="list-style-type: none"> <li>● Gather and record data to help in answering questions</li> <li>● Record simple data</li> <li>● Record and communicate their findings in a range of ways</li> <li>● Can show my results in a table that my teacher has provided</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and classify</li> <li>● Observe and identify, compare and describe</li> <li>● Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple secondary sources to find answers</li> <li>● Can find information to help me from books and computers with help</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about what they have found out and how they found it out</li> <li>● Say what happened in my investigation</li> <li>● Say whether I was surprised at the results or not</li> <li>● Say what I would change about my investigation</li> <li>● Use simple scientific language and some science words</li> <li>● Use comparative language – bigger, faster etc.</li> </ul>
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