



Science Skills Progression St Ambrose Catholic Primary School



EYFS The Natural World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Development Matters

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

ELG: The Natural World (Statutory)

Children at the expected level of development will:

- 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.

EYFS Science Skills (working scientifically)

Biology	Chemistry	Physics
• Create opportunities to discuss how we care for the natural world around us. • Offer opportunities to sing songs and join in with rhymes and poems about the natural world. • After close observation, draw pictures of the natural world, including animals and plants. Life cycles.	• Observe and interact with natural processes, such as ice melting, magical milk chemical reactions, making bread, soup, a magnet attracting an object.	• Observe and interact with natural processes, such as colours of a rainbow, a magnet attracting an object and a boat floating on water, circuits for the three little pig's house.



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- Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. Planting seeds. Senses.
- Teach children about a range of contrasting environments within both their local and national region.
- Model the vocabulary needed to name specific natural features of the world.
- Share non-fiction texts that offer an insight into contrasting environments.
- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

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KS1 National curriculum strands				
Working scientifically	Year 1			
-Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment ---- Performing simple tests -Identifying and classifying -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions.	Biology		Chemistry	Physics
	Animals including Humans	Plants	Everyday materials	Seasonal changes
	Year 2			
	Biology		Chemistry	
	Animals including Humans	Living things and their habitats	Plants	Everyday materials



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Lower KS2 National Curriculum Strands				
Lower KS2 Working Scientifically - asking relevant questions and using different types of scientific enquiries to answer them - Setting up simple practical enquiries, comparative and fair tests - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -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 -Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -Identifying differences, similarities or changes related to simple scientific ideas and processes -Using straightforward scientific evidence to answer questions or to support their findings.	Year 3			
	Biology		Chemistry	Physics
	Animals including	Plants	Rocks	Forces
	Year 4			
	Biology		Chemistry	Physics
	Animals including Humans	Living things and their habitats	States of matter	Electricity
				Sound



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Upper KS2 National Curriculum Strands				
Upper KS2 Working Scientifically	Year 5			
-Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -Using test results to make predictions to set up further comparative and fair tests -Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations -Identifying scientific evidence that has been used to support or refute ideas or arguments.	Biology		Chemistry	Physics
	Animals including Humans	Living things and their habitats	Properties and changes in materials	Forces
	Year 6			
	Biology		Physics	
	Animals, including Humans: Circulatory System	Living things and their habitats	Evolution and Inheritance	Electricity
				Light