Science Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning	Choose the resources they need for their chosen activities and say when they do or don't need help.	With prompting, ask simple questions and offer ways of gathering evidence to answer questions.	Ask simple questions that can be tested and suggest different ways of answering questions.	With support, ask relevant, testable questions using different types of scientific enquiries to answer them. With support, set up simple practical enquiries, comparative and fair tests.	Ask relevant, testable questions using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.	With support, plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Doing	Know about similarities or differences in relation to places, objects, materials and living things. Make observations of animals and plants. Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Select and use technology for particular purposes.	With support, observe and examine objects to note key features. With support, perform simple tests. With support, identify and classify.	Observe closely, using simple equipment such as a hand lens. Perform simple tests. Identify and classify.	With support, make systematic and careful observations. Where appropriate, take increasingly accurate measurements using standard units. Use a range of equipment, including thermometers and data loggers as instructed.	Make systematic and careful observations. Where appropriate, take accurate measurements using standard units. Use a range of equipment, including thermometers and data loggers as instructed, repeatedly and with care.	When prompted, take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
Recording	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	With support, gather data.	Gather and record data relevant to the answering of questions.	Gather and record data in a variety of ways to help in answering questions. Begin to classify and present data in a range of ways. With support, record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	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.	With support, record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Reviewing	Talk about the features of their own immediate environment and how environments might vary from one another.	Begin to use their observations and ideas to suggest answers to questions.	Use their observations and ideas to suggest answers to questions.	With support, report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	With support, use test results to make predictions and to set up further comparative and fair tests.	Use test results to make predictions and to set up further comparative and fair tests.

	Explain why some things happen and talk about changes.			Begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. With support, identify differences, similarities or changes related to simple scientific ideas and processes. With support, use straightforward scientific evidence to answer questions or to support their findings.	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 their findings.	With support, report and present 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. With support, identify scientific evidence that has been used to support ideas or arguments.	Report and present 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. Identify scientific evidence that has been used to support or refute ideas or arguments.
Links with Maths	Gain practical experiences of measurement in context. Be exposed to simple pictograms, tally charts, block diagrams and simple tables.	Gain practical experiences of measurement in context. Begin to choose appropriate units of measurement for time. Use simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	Gain practical experiences of measurement in context. Choose appropriate units of measurement for time. Compare durations of events. Interpret and present data using bar charts, pictograms and tables.	Gain practical experiences of measurement in context. Choose appropriate units of measurement for time. Use a stopwatch accurately. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs.	Gain practical experiences of measurement in context. Choose appropriate units of measurement for time. Use a stopwatch accurately. As previous, including information in tables, line and scatter graphs.	Gain practical experiences of measurement in context. Choose appropriate units of measurement for time. Use a stopwatch accurately.	Gain practical experiences of measurement in context. Choose appropriate units of measurement for time. Use a stopwatch accurately. Interpret and construct pie charts, scatter and line graphs. Calculate and interpret the mean as an average.