



### Living things and their habitats

Nursery	Reception	Year 2 Habitats and microhabitats	
Explore the surrounding natural environment.	Explore the plants in the surrounding natural environment.	To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition.	To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes.
Explore natural objects from the surrounding environment.	Explore the animals in the surrounding natural environment.	To know a variety of plants and animals and describe some differences.	To name a variety of habitats, including woodland, ocean, rainforest and seashore.
	Explore plants and animals in a contrasting natural environment.	To know that a habitat is the environment where an animal or plant lives/ grows, because it provides what they need to survive.	To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter).
		To know that living things depend upon each other (e.g. for food, shelter.)	To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals.



### Living things and their habitats

Year 4 Classification and changing habitats		Year 5 Life cycles and reproduction	Year 6
To know that living things can be grouped in different ways.	To know that there are five main vertebrate groups: birds, mammals, reptiles, amphibians and fish.	To know that a life cycle shows the changes an animal or plant goes through until the reproduction of a new generation when the cycle starts again.	To know that micro-organisms are incredibly small and cannot usually be seen by the naked eye.
To know that a classification key can be used to group and identify plants and animals.	To know that invertebrate groups include snails, slugs, worms, spiders and insects.	To know that all living things must reproduce for the species to survive.	To know that 'organism' is a term used to refer to an individual living thing.
To know that vertebrates are animals which have a backbone and invertebrates are animals which do not have a backbone.	To know that habitats can change throughout the year and this can be dangerous for living things.	To know that sexual reproduction requires two parents, whereas asexual reproduction only requires one parent.	To know the characteristics of the different groups of vertebrates and commonly found invertebrates.
To know that plants can be grouped into flowering or non-flowering varieties.	To know that living things have changed over time.	To know that there are different processes plants and animals use to reproduce (asexual and sexual reproduction).	To know that fossils provide us with information about living things that inhabited the Earth millions of years ago.
To know that flowering plants include grasses and non-flowering plants includes ferns and mosses.	To know that living things have changed over time.		To know that characteristics are passed from parents to their offspring, but that all offspring vary from their parents.
	To know that living things have changed over time.		To know that over time, variation in offspring can affect animals' chances of survival in particular environments.
	To know that living things have changed over time.		To know that animals and plants have adapted to suit their environment over many millions of years and that this process can be called evolution.
	To know that living things have changed over time.		To know that living things have changed over time.



## Materials

Nursery	Reception	Year 1 Everyday materials	Year 2 Uses of everyday materials
Explore a range of materials.	Explore a range of materials, including natural materials.	To know that objects are items or things.	To know why objects are made from particular materials and to give examples of their suitability.
Shape and join materials.	Make objects from different materials, including natural materials.	To know that a material is what an object is made from.	To know that one material can be used for a range of purposes (and to give examples.)
Combine and mix ingredients.	Observe, measure and record how materials change when heated and cooled.	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	To know that different materials can be used for the same purpose (and to give examples.)
Change materials by heating and cooling, including cooking.	Compare how materials change over time and in different conditions.	To know that property refers to how a material can be described.	To know why certain materials are unsuitable for particular objects.
		To describe the physical properties of a variety of everyday materials.	To know that a push or pull must be applied to change the shape of a solid object.
		To understand that materials can be grouped based on their physical properties.	To know that solid objects can be squashed, bent, twisted or stretched. To know that different solid objects may take a different amount of force to change shape.



## Materials

Year 3 Rocks and soil	Year 4 States of matter	Year 5 Mixture and separation Properties and changes
To know that rocks can be grouped based on their appearance or properties, (e.g. colour, texture, hardness, permeability.)	To know that all substances around us can exist as solids, liquids and gases.	To know that the melting point of water is zero degrees Celsius and the boiling point of water is 100 degrees Celsius.
To know that rocks may contain grains, crystals or fossils.	To know that a property of a solid is that it keeps its shape unless a force is applied to it.	To know that water flows around the world in a continuous process called the water cycle.
To know that grains and crystals appear differently and can be used to classify rocks.	To know that a property of a liquid can flow freely and take on the shape of a container.	To know that in the water cycle, evaporation is when bodies of water are heated and turn into water vapour.
To know that soils are made from rocks and dead matter.	To know that a property of a gas does not have a fixed shape and can escape from an unsealed container.	To know that in the water cycle, condensation is the process of water vapour cooling to form water droplets in clouds, which can result in precipitation.
To understand the relationship between the properties of rocks and their uses.	To know that heating causes solids to turn into liquids (melting) and liquids to turn into gases (evaporating).	To know that the rate of evaporation increases as temperature rises.
To know that fossils can form from the remains of living things.	To know that cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing).	To know that some liquids and solids can be separated using sieving, filtering and evaporation and to describe these processes.
To know that rocks can change over time (e.g. erosion, weathering).	To know that water can exist as a solid, a liquid or a gas.	To understand that some changes result in the formation of new materials and that these are usually irreversible. (e.g. burning, rusting, the action of acid on bicarbonate of soda.)



**Energy – Light**

Nursery	Reception	Year 3 Light and shadows	Year 6 Light and reflection
Explore light sources.	Explore shadows.	To know that light travels from a source (e.g. the Sun, light bulbs and torches).	To know that light travels in a straight line from a light source.
Shine light on or through different materials.	Explore rainbows.	To know that light is needed to see things and that dark is the absence of light.	To understand that luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye.
		To know that light from the Sun can be dangerous and how to protect their eyes.	To know that shiny surfaces reflect light uniformly.
		To know that all materials reflect light.	To know that when light is reflected off a surface, its direction changes.
		To know that shadows are formed when the light from a light source is blocked by an opaque object.	To know that mirrors and periscopes work using reflection of light on smooth surfaces.
		To know that shadows change as a result of different factors: - Changing the position of the light source. - Changing the distances between the light source, object and surface.	To understand why shadows have the same shape as the objects that cast them as a result of light travelling in straight lines.
		To know that shadows change position and length throughout the day as the Sun changes position in the sky.	To understand relationships between light sources, objects and shadows. To understand how and why the distance between the object and the screen affects the size of the shadow. To understand how the angle of a reflected ray is affected by the angle of the incoming ray on a smooth surface.



### Energy – Sound

Nursery	Reception	Year 4 Sound and vibrations
Listen to sounds.	Listen to sounds outside and identify the source.	To understand that sound is a result of vibrations.
Make sounds.	Make sounds.	To know that vibrations from sounds travel through mediums to the ear.
		To know that an insulating material reduces the amount of vibrations that pass through it and this can be used to protect the ears from damaging sounds.
		To know that different materials provide different amounts of insulation against sound.
		To know a variety of ways to change the pitch or volume of a sound.
		To know that quicker vibrations cause higher-pitched sounds and slower vibrations cause lower-pitched sounds.
		To know that stronger vibrations cause louder sounds and weaker vibrations cause quieter sounds.
		To know that sounds get fainter as the distance from the sound source increases.



### Energy – Electricity

Nursery	Year 4 Electricity and circuits	Year 6 Circuits, batteries and switches
Identify electrical devices.	To know that all electrical appliances need a power source, including batteries or mains electricity.	To know a wider variety of components in a series circuit (including buzzer and motor).
Use battery-powered devices.	To know that an electrical circuit needs a complete path for the electrical charge to flow through.	To know the conventions used to draw circuit diagrams, including the recognised symbols for common components and using straight lines.
	To know the main components in a simple series circuit.	To know that the voltage of a circuit can be changed and how this affects bulb brightness (or buzzer volume).
	To know the precautions for working safely with electricity.	
	To know that some materials allow electrical charge to pass through them quickly and these are known as electrical conductors (e.g. metals).	
	To know that some materials do not allow electrical charge to pass through them easily and these are known as electrical insulators (e.g wood and plastic).	
	To know that metals are used for cables and wires because they are good conductors of electricity.	
	To know that plastic is used to cover cables and wires because it is a good insulator.	
	To understand that an open switch breaks a series circuit so the components will be off.	
	To understand that a closed switch completes a series circuit so the components will be on.	
To understand the relationship between bulb brightness and the number of bulbs in a circuit.		



<b>Earth and Space</b>		
<b>Reception</b>	<b>Year 1 Seasonal changes</b>	<b>Year 5 Earth and space</b>
Play and explore outside in all seasons and in different weather.	To know the name and order of the four seasons; spring, summer, autumn and winter.	To know that the Sun is a star at the centre of our solar system.
Observe living things throughout the year.	To know that it is unsafe to look directly at the Sun.	To know that the Sun, Earth and Moon are approximately spherical bodies.
Learn about the Earth, Sun, Moon, planets and stars.	To know weather associated with the four seasons and how it changes (in the UK).	To know the names, order and relative positions of the planets and other main celestial bodies.
Learn about space travel.	To understand that day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer.	To know that a moon is a celestial body that orbits a planet and give examples of moons that orbit other planets.
		To know that the Earth and other planets orbit around the Sun.
		To know that the tilt of the Earth and its orbit around the Sun causes the seasons.
		To know that the Moon orbits around the Earth.
		To understand how the Earth's rotation causes day and night and the apparent movement of the Sun across the sky.





**Forces**

Nursery	Reception	Year 3 Forces and magnets	Year 5 Imbalanced forces
Feel forces.	Explore how to change how things work.	To know some examples of contact and non-contact forces.	To know that gravity is a non-contact force that pulls objects together.
Explore how things work.	Explore how the wind can move objects.	To know that some forces are a result of contact between two surfaces, but some forces can act at a distance (e.g. magnetism).	To know that air resistance and water resistance are both types of friction.
Explore how objects/ materials are affected by forces.	Explore how objects move in water.	To know the North and South poles of a magnet.	To know that unsupported objects fall towards the Earth because of gravity.
		To know some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each other.	To know that friction, air resistance and water resistance act in the opposite direction to a moving object.
		To know some different examples of magnets, including bar, horseshoe, button and ring.	To know that when forces are imbalanced, the speed, shape or direction of an object changes.
		To know some uses of magnets.	To know that when forces are balanced the speed, shape or direction of an object stays the same.
		To know that friction is a contact force that acts between two surfaces to slow an object down.	To know that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
		To know that magnetism is a non-contact force that affects objects containing magnetic metal.	To know that rougher surfaces have more friction between them than smoother surfaces and how that may affect movement.
		To understand that the opposite poles of a magnet attract one another and like poles repel one another.	To know that the larger the surface area of an object the greater the air or water resistance it creates.
		To know that rougher surfaces have more friction between them than smoother surfaces.	
		To understand that the strength of different magnets may vary.	



**Plants**

Nursery	Year 1 Introduction to plants	Year 2 Plant growth	Year 3 Plant reproduction
Grow plants.	To know a variety of common plants, and how they differ.	To know that seeds and bulbs grow into seedlings by producing roots and shoots.	To understand the functions of the basic parts of a plant and the relationship between structure and function.
	To know that deciduous trees lose their leaves seasonally, but evergreen trees do not.	To know that seedlings grow into mature plants by developing parts, that may include stems/trunks, leaves, flowers and fruits.	To know that water is transported within a plant from the root, through the stem, to the leaves.
	To know the basic structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees.	To know that plants need water, light and a suitable temperature for growth and health.	To know that plants need water, light, air, nutrients/fertilizer and a suitable temperature for growth and health.
		To know that seeds need water to germinate.	To understand that the needs for growth and health vary from plant to plant.
	To know the life cycle of a plant from seed to mature plant.		
	To know that the process of seed formation is the growth of a seed after pollination/fertilisation.		
	To know some different methods of seed dispersal and the benefits of each.		
To begin to understand how plants grow and change over time.	To know that flowers are the reproductive organ of a plant.		
	To know that the process of pollination is the transfer of pollen to the female (part of the) flower.		



**Working Scientifically:**

**Make observations using their senses and simple equipment**

**Make direct comparisons**

**Identify, sort and group**

Nursery	Reception
<p><b>Use all their senses in hands-on exploration of natural materials.</b> (Understanding the world)</p> <p><b>Explore how things work.</b> (Understanding the world)</p> <p><b>Use one-handed tools and equipment.</b> (Physical development)</p> <p><b>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</b> (Physical development)</p> <p><b>Make comparisons between objects relating to size, length, weight and capacity.</b> (Mathematics)</p> <p><b>Compare quantities using language: ‘more than’, ‘fewer than’.</b> (Mathematics)</p> <p><b>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</b> (Personal, social and emotional development)</p> <ul style="list-style-type: none"> <li>• With support, explore the natural and made world using their senses.</li> <li>• With support, the children use magnifying glasses or tablets with magnifiers to make observations.</li> <li>• The children explore using beakers/ scoops etc.</li> <li>• Make comparisons between objects (“This leaf is bigger than that one.”) and quantities (“There are more flowers on this one.”).</li> <li>• While playing and exploring, the children select and use resources for a particular task.</li> <li>• With support, the children sort and group objects.</li> </ul>	<p><b>Explore the natural world around them.</b> (Understanding the world)</p> <p><b>Describe what they see, hear and feel whilst outside.</b> (Understanding the world)</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b> (Physical development)</p> <p><b>Count objects, actions and sounds.</b> (Mathematics)</p> <p><b>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</b> (Communication and language)</p> <p><b>Show resilience and perseverance in the face of challenge.</b> (Personal, social and emotional development)</p> <ul style="list-style-type: none"> <li>• Explore the natural and made world using their senses.</li> <li>• The children use magnifying glasses or tablets with magnifiers to make observations.</li> <li>• The children use smaller pieces of equipment such as syringes and pipettes.</li> <li>• With support, make comparisons, using hands and feet and other non-standard measures (e.g. building blocks and beakers).</li> <li>• While playing and exploring, the children try out using resources to answer a question.</li> <li>• The children test things out to make comparisons. E.g. Does the red car go further than the blue car?</li> <li>• They identify and name objects by matching them with pictures.</li> <li>• The children sort and group objects, sometimes using their own criteria.</li> </ul>



### Working Scientifically – Show curiosity and ask questions

Nursery	Reception
<p><b>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</b> (Communication and language)</p> <ul style="list-style-type: none"> <li>• While playing and exploring, the children demonstrate their curiosity.</li> <li>• While playing and exploring, the children begin to ask ‘I wonder...’ questions.</li> <li>• With support, the children think of ideas for answering their questions.</li> </ul>	<p><b>Ask questions to find out more and to check they understand what has been said to them.</b> (Communication and language)</p> <ul style="list-style-type: none"> <li>• While playing and exploring, the children ask ‘I wonder...’ questions.</li> <li>• With support, the children develop their ideas for answering questions.</li> </ul>

### Working Scientifically

**Record their observations by drawing, taking photographs, using sorting rings or boxes and, in Reception, on simple tick sheets**

Nursery	Reception
<p><b>Talk about what they see, using a wide vocabulary.</b> (Understanding the world)</p> <p><b>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</b> (Understanding the world)</p> <p><b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b> (Understanding the world)</p> <ul style="list-style-type: none"> <li>• With support, the children talk about what they have observed.</li> <li>• They sometimes draw and make marks to record their observations.</li> <li>• With support, they use sorting rings and boxes.</li> </ul>	<p><b>Connect one idea or action to another using a range of connectives.</b> (Communication and language)</p> <p><b>Describe events in some detail.</b> (Communication and language)</p> <ul style="list-style-type: none"> <li>• The children, sometimes, draw and write simple labels to record their observations.</li> <li>• With support, they record their observations and comparisons (e.g. using simple prepared tables, taking photographs, using sorting rings and boxes).</li> </ul>



## Working Scientifically

Use their observations to help them to answer their questions

### Nursery

**Make comparisons between objects relating to size, length, weight and capacity.** (Mathematics)

**Compare quantities using language: ‘more than’, ‘fewer than’.** (Mathematics)

- With support, the children demonstrate and talk about what they have done and noticed.
- With support, the children notice how they made a difference to an outcome, e.g. “My car went further when I pushed it harder.”, and answer the question, where appropriate.
- With support, the children make comparisons between objects (e.g. “My plant is taller than Sarah’s”).

### Reception

**Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.** (Communication and language)

**Connect one idea or action to another using a range of connectives.** (Communication and language)

**Describe events in some detail.** (Communication and language)

**Compare length, weight and capacity.** (Mathematics)

- The children talk about what they have observed.
- The children demonstrate and talk about what they have found out.
- They, sometimes, talk about what they have found out from secondary sources, including non-fiction texts.
- The children notice and talk about how they made a difference to an outcome, e.g. “My car went further when I pushed it harder.”
- The children make direct comparisons or use their recorded observations to communicate what they have found out and answer the question, where appropriate.



### Working Scientifically – Posing questions

Years 1 and 2	Years 3 and 4	Years 5 and 6
Exploring the world around them and raising their own simple questions.	Beginning to raise further questions during the enquiry process.	Raising questions throughout the enquiry process.
Recognising there are different types of enquiry (ways to answer a question).	Considering what makes a testable question.	Identifying testable questions.
Responding to suggestions of how to answer their questions.	Beginning to recognise that there are different types of enquiry and that they are suitable for different questions.	Selecting the most appropriate enquiry method to answer questions and give justifications.
	Beginning to make suggestions about how different questions could be answered.	

### Working Scientifically – Planning

Years 1 and 2	Years 3 and 4	Years 5 and 6
Beginning to recognise whether a test is fair.	Beginning to select from options which variables will be changed, measured and controlled.	Suggesting which variables will be changed, measured and controlled.
With support, deciding if suggested observations are suitable.	Suggesting what observations to make and how long to make them for.	Making and explaining decisions about what observations to make and how long to make them for.
Ordering a simple method.	Planning a simple method, verbally and in writing.	Writing a method, including detail about how to ensure control variables are kept the same.
	Beginning to write a simple method in numbered steps.	Writing a method that considers reliability by planning repeated readings.
	Selecting and beginning to decide what simple equipment might be used to aid observations and measurements.	Suggesting the most appropriate equipment to make observations and measurements and justifying their choices.



### Working Scientifically – Predicting

Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Suggesting what might happen, often justifying it with personal experience.</p>	<p>Making predictions about what they think will happen by:</p> <ul style="list-style-type: none"> <li>• Using scientific knowledge and/or personal experience to explain their prediction (because...).</li> <li>• Beginning to consider cause and effect when making predictions, where appropriate.</li> <li>• Predicting a trend by considering how the changing variable will affect the measured variable. (The smoother the surface, the longer the distance the car will travel).</li> </ul>	<p>Making increasingly scientific predictions by:</p> <ul style="list-style-type: none"> <li>• Using previous scientific knowledge and evidence to inform their predictions.</li> <li>• Using scientific language to describe a potential outcome or explain why they think something will happen.</li> <li>• Making links between topics to evidence a prediction.</li> </ul>

### Working Scientifically – Observing (qualitative data)

Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Using their senses to describe, in simple terms, what they notice or what has changed.</p>	<p>Using their senses to describe in more detail and with simple scientific vocabulary, what they notice or what has changed.</p>	<p>Using their senses to describe, in detail and with a broader range of scientific vocabulary, what they notice or what has changed.</p>



**Working Scientifically – Measuring (quantitative data)**

<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
Using non-standard units to measure and compare.	Using standard units to measure and compare.	Using standard units to measure and compare with increasing precision (decimals).
Beginning to use standard units to measure and compare.	Using measuring equipment with increasing accuracy.	Reading a wider variety of scales with unmarked intervals between numbers.
Beginning to use simple measuring equipment to make approximate measurements.	Reading scales with unmarked intervals between numbers.	
Reading simple numbered scales.		

**Working Scientifically – Researching**

<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
Gathering specific information from one simplified, specified source.	Gathering specific information from a variety of sources.	Gathering answers to open-ended questions from a variety of sources.





### Working Scientifically – Recording (diagrams)

Years 1 and 2	Years 3 and 4	Years 5 and 6
Drawing and labelling simple diagrams.	Beginning to draw more scientific diagrams by: <ul style="list-style-type: none"> <li>Using some standard symbols.</li> <li>Drawing in 2D to produce simple line diagrams.</li> <li>Labelling with more scientific vocabulary.</li> </ul>	Drawing scientific diagrams by: <ul style="list-style-type: none"> <li>Using a wider range of standard symbols.</li> <li>Drawing with increasing accuracy.</li> <li>Labelling with a broader range of scientific vocabulary.</li> <li>Annotating diagrams to explain concepts and convey opinions.</li> </ul>

### Working Scientifically – Recording (tables)

Years 1 and 2	Years 3 and 4	Years 5 and 6
Using a prepared table to record results including: <ul style="list-style-type: none"> <li>Numbers.</li> <li>Simple observations.</li> <li>Tally frequency.</li> </ul>	Using a prepared table to record results including more detailed observations.	Using tables with columns that allow for repeated readings.
	Using tables with more than two columns.	Suggesting headings to tables, including units.
	Identifying and adding headings to tables.	Designing results tables with increasing independence with consideration of variables where applicable.
	Beginning to design simple tables of results.	Calculating the mean average.



### Working Scientifically – Grouping and classifying

Years 1 and 2	Years 3 and 4	Years 5 and 6
Grouping based on visible characteristics.	Grouping based on visible characteristics and measurable properties.	Grouping in a broader range of contexts.
Organising questions to create a simple classification key.	Populating pre-prepared branching and number keys.	Organising the layout of number and branching keys.
	Choosing appropriate questions for classification keys.	Formulating appropriate questions for classification keys.

### Working Scientifically – Graphing

Years 1 and 2	Years 3 and 4	Years 5 and 6
Representing data using pictograms and block charts.	Representing data using bar charts.	Representing data by using line graphs and scatter graphs.
	Drawing bars with greater accuracy.	Plotting points with greater accuracy.
	Reading the value of bars with greater accuracy.	Reading the value of plotted points with greater accuracy.



### Working Scientifically – Analysing and drawing conclusions

Years 1 and 2	Years 3 and 4	Years 5 and 6
Using their results to answer simple questions.	Writing a conclusion to summarise findings using simple scientific language.	Writing a conclusion to summarise findings using increasingly complex scientific vocabulary.
Beginning to recognise when results or observations do not match their predictions.	Beginning to suggest how one variable may have affected another.	Suggesting with increasing independence how one variable may have affected another.
	Beginning to quote results as evidence of relationships.	Quoting relevant data as evidence of relationships.
	Identifying data that does not fit a pattern (anomalous data).	Identifying anomalies in repeat data and excluding results where appropriate.
	Recognising when results or observations do not match their predictions.	Comparing individual, class and/ or model data to the prediction and recognising where they do not match.
	Beginning to use identified patterns to predict new values or trends.	Using identified patterns to predict new values or trends.



### Working Scientifically – Evaluating

Years 1 and 2	Years 3 and 4	Years 5 and 6
Beginning to recognise whether a test is fair or not.	Beginning to identify steps in the method that need changing and suggest improvements.	Identifying steps in the method that need changing and suggesting improvements.
	Beginning to identify which variables were difficult to control and suggesting how to better control them.	Identifying which variables were difficult to control and suggesting how to control them better.
	Commenting on the degree of trust by reflecting on: <ul style="list-style-type: none"> <li>• Results that do not fit a pattern (anomalies).</li> <li>• The quality of results (accurate measurements and maintaining control variables).</li> </ul>	Commenting on the degree of trust by also reflecting on: <ul style="list-style-type: none"> <li>• Accuracy (human error with equipment).</li> <li>• Reliability (repeating results).</li> <li>• Sources of information (e.g. websites, books).</li> </ul>
	Beginning to identify new questions that would further the enquiry.	Posing new questions in response to the data that would extend the enquiry. Deciding what data to collect to further test direct relationships.



## Science Skills and Knowledge Progression Document – Warwick Bridge Primary School



### Science in Action

Years 1 and 2	Years 3 and 4	Years 5 and 6
To know about famous scientists throughout history.	To know about famous scientists throughout history.	To know about famous scientists throughout history.
To know about a range of jobs and careers that use scientific knowledge and methods.	To know about a range of jobs and careers that use scientific knowledge and methods.	To know about a range of jobs and careers that use scientific knowledge and methods.
To know about the work of modern-day scientists.	To know about the work of modern-day scientists.	To know about the work of modern-day scientists.
To know about science in the news and recent discoveries.	To know about science in the news and recent discoveries.	To know about science in the news and recent discoveries.
To know there are spiritual, moral, social and cultural links with Science.	To know there are spiritual, moral, social and cultural links with Science.	To know there are spiritual, moral, social and cultural links with Science.
	To know about the methods and equipment used by scientists throughout history and how these have led to modern methods.	To know about the methods and equipment used by scientists throughout history and how these have led to modern methods.
	To know how scientific knowledge has changed over time, leading to the current understanding of Science.	To know how scientific knowledge has changed over time, leading to the current understanding of Science.
	To know about current scientific research and what it aims to achieve in the future.	To know about current scientific research and what it aims to achieve in the future.
	To know that mistakes can lead to new discoveries.	To know that mistakes can lead to new discoveries.
	To know that collaboration and peer reviewing is essential for effective scientific progress.	To know that collaboration and peer reviewing is essential for effective scientific progress.