

St John Bosco R.C Primary School  
 With Jesus in our hearts, we love pray, learn and play  
 Progression of Skills



| Progression of Skills Year 1  | Year 1<br>Seasonal Changes | Year 1<br>Animals, including humans 1 – All about me | Year 1<br>Everyday Materials 1 – Exploring Everyday Materials | Year 1<br>Everyday Materials 2 – Building Unit | Year 1<br>Plants | Year 1<br>Animals, including humans 2 – All about animals |
|---|----------------------------|--|---|--|------------------|---|
| Asking simple questions and recognise that they can be answered in different ways |                            |  |   |  |                  |   |
| Observe closely, using simple equipment   |                            |  |   |  |                  |   |
| Perform simple tests  |                            |  |   |  |                  |   |
| Identify and classify   |                            |  |   |  |                  |   |
| Using their observations and ideas to suggest answers to questions                |                            |  |   |  |                  |   |
| Gather and record data to help in answering questions                             |                            |  |   |  |                  |   |

St John Bosco R.C Primary School  
 With Jesus in our hearts, we love pray, learn and play  
 Progression of Skills



| Progression of Skills<br>Year 1   | Year 2<br>Uses of everyday<br>materials | Year 2<br>Living things and<br>their habitats | Year 2<br>Living things and<br>their habitats –<br>Habitats around<br>the world | Year 2<br>Animals, including<br>humans 1 – Health<br>and survival | Year 2<br>Animals,<br>including<br>humans 2 – Life<br>cycles | Year<br>2<br>Plant<br>s |
|---|---|---|---|---|--|-------------------------|
| Asking simple questions and recognise that they can be answered in different ways |   |   |   |   |  |                         |
| Observe closely, using simple equipment   |   |   |   |   |  |                         |
| Perform simple tests  |   |   |   |   |  |                         |
| Identify and classify   |   |   |   |   |  |                         |
| Using their observations and ideas to suggest answers to questions                |   |   |   |   |  |                         |
| Gather and record data to help in answering questions                             |   |   |   |   |  |                         |

St John Bosco R.C Primary School  
With Jesus in our hearts, we love pray, learn and play  
Progression of Skills





| Year 3<br>Progression of<br>Skills  | Year 3<br>Scientific<br>Enquiry | Year 3<br>Animals,<br>including<br>humans | Year 3<br>Rocks | Year 3<br>Forces and<br>magnets | Year 3<br>Plants | Year 3<br>Light |
|---|---------------------------------|---|-----------------|---------------------------------|------------------|-----------------|
| Ask relevant questions and using different types of scientific enquiries to answer them   |                                 |   |                 |                                 |                  |                 |
| Set up simple practical enquiries, comparative and fairtests  |                                 |   |                 |                                 |                  |                 |
| Make systematic and careful observations and, where appropriate, taking 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 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  |                                 |   |                 |                                 |                  |                 |

St John Bosco R.C Primary School  
 With Jesus in our hearts, we love pray, learn and play  
 Progression of Skills



| Year 4 Progression of Skills  | Year 4<br>Animals, including humans | Year 4<br>Living things and their habitats | Year 4<br>Living things and their habitats - Conversation | Year 4<br>States of matter | Year 4<br>Sound | Year 4<br>Electricity |
|---|-------------------------------------|--|---|----------------------------|-----------------|-----------------------|
| Ask relevant questions and using different types of scientific enquiries to answer them   |                                     |  |   |                            |                 |                       |
| Set up simple practical enquiries, comparative and fair tests   |                                     |  |   |                            |                 |                       |
| Make systematic and careful observations and, where appropriate, taking 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 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  |                                     |  |   |                            |                 |                       |

St John Bosco R.C Primary School  
 With Jesus in our hearts, we love pray, learn and play  
 Progression of Skills



|  | Year 5 Forces | Year 5 Properties of materials | Year 5 Changes of materials | Year 5 Animals, including humans | Year 5 Earth and space | Year 5 Living things and their habitats |
|--|---------------|--------------------------------|-----------------------------|----------------------------------|------------------------|---|
| 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, 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  |               |                                |                             |                                  |                        |   |

St John Bosco R.C Primary School  
 With Jesus in our hearts, we love pray, learn and play  
 Progression of Skills



|  | Year 6 Electricity | Year 6 Light | Year 6 Animals, including humans | Year 6 Living things and their habitats | Year 6 Evolution and inheritance | Year 6 Looking after the environment |
|--|--------------------|--------------|----------------------------------|---|----------------------------------|--------------------------------------|
| 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, 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  |                    |              |                                  |   |                                  |                                      |

