



Woolston Infant School Science - Progression of Skills

Type of Skill	EYFS	Year 1	Year 2
Observing	<ul style="list-style-type: none"> • describe what they see • describe, recognise and name • can describe items, observing simple features • describe what they see happen • observe main effects and describe changes they notice 	<ul style="list-style-type: none"> • make observations uses appropriate sense • make observations when using equipment • Begin to use the right science vocabulary to describe things and observations 	<ul style="list-style-type: none"> • make observations and comparison using equipment following simple instructions • use right science vocabulary to describe things and observations • use first hand experiences and with help, simple information sources to answer questions
Predicting and planning	<ul style="list-style-type: none"> • have an idea about what might happen and discuss different things that might happen in small groups and whole class 	<ul style="list-style-type: none"> • with help, suggest some ideas with reasons • suggest simple ideas to test 	<ul style="list-style-type: none"> • suggest what might happen and give a reason for their answer • think about how to collect evidence and whether comparisons and test are fair and unfair • choose equipment that can be used and explain their choice
Questioning	<ul style="list-style-type: none"> • to ask questions based on the world around them • to ask questions based on own fascinations 	<ul style="list-style-type: none"> • ask simple questions based on task in- hand • ask simple questions and begin to realise they can be answered in different ways 	<ul style="list-style-type: none"> • ask simple questions and realise they can be answered in different ways. • I can use different enquiry to answer questions



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<p>Performing</p>	<ul style="list-style-type: none"> • explore using appropriate senses • Be able to see /hear/touch and smell things which are different • can use very simple equipment related to task • knows what to look for 	<ul style="list-style-type: none"> • can use simple equipment related to task independently • know they need two or more tests in order to compare findings • be able to explore an object by deciding which sense to use • with help make suggestions about how to collect data • use simple texts to find information 	<ul style="list-style-type: none"> • with minimal help choose and use simple equipment to measure volume, time and distance • use a range of equipment sensibly and safety • to begin to think about whether a test is fair or unfair
<p>Identifying and classifying</p>	<ul style="list-style-type: none"> • to sort groups of objects and begin to explain reasons for sorting 	<ul style="list-style-type: none"> • to begin to use some features to compare objects, materials and living things to help decide how to sort and group them 	<ul style="list-style-type: none"> • to begin to identify differences, similarities and change • to use features to compare objects, materials and living things and help decide how to sort and group them • give reasons for classifying in a particular way
<p>Recording</p>	<ul style="list-style-type: none"> • label simple pictures and diagrams • contribute to simple charts, eg: class record of observations and results as table, bar chart, two overlapping Venn diagram circles • use ICT to record observations eg: camera 	<ul style="list-style-type: none"> • Use whole class pictograms • Make whole class simple tables • Show comparisons through sorting, tally charts and pictograms • Record observations in own way • Begin to use school experiment proforma for science experiments as a class 	<ul style="list-style-type: none"> • Record observations in a variety of ways, including tables charts, pictograms, block graph and diagrams • Transfers data to a graph with axis drawn • Use school experiment proforma to record individually



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<p>Evaluating</p>	<ul style="list-style-type: none"> • talk about what they notice in simple terms. • talk about whether they think the test is fair and begin to say why. • to make simple comparisons • To be able to say why things are the same, different and begin to say why they think this is the case. 	<ul style="list-style-type: none"> • communicate finding findings in simple ways • collect evidence to try and answer a question • to say what happened is what they expected • given two options can see which one is better • begin to suggest ways to find out more things they want to know 	<ul style="list-style-type: none"> • say what happened was what they expected and why • they recognise why it is important to collect data to answer questions • can say one way to make the experiment better • recognise and explain why it is fair • give cause and effect explanations
<p>Analysing</p>		<ul style="list-style-type: none"> • use data on a simple bar graph to ask questions • begin to explain what happened drawing on their experience, knowledge and understanding • use results to draw conclusions • to say what results mean in simple terms which link cause and effect ie: This happens because... 	<ul style="list-style-type: none"> • say what they have found out using scientific vocabulary to explain thoughts • use results to draw conclusions with reasons • explain observations and simple patterns in recorded measurements