

SKILLS PROGRESSION IN SCIENCE AT THE FOUNDATION STAGE

EARLY LEARNING GOALS FOR UNDERSTANDING OF THE WORLD

THE WORLD

<p>Early Years Foundation Stage</p>	<ul style="list-style-type: none"> • Children at the expected level of development will: <ul style="list-style-type: none"> • 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 <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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EARLY LEARNING GOALS FOR UNDERSTANDING OF THE WORLD

HEALTH AND SELF-CARE

<p>Early Years Foundation Stage</p>	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices.
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SKILLS PROGRESSION IN SCIENCE AT KEY STAGE ONE

WORKING SCIENTIFICALLY

<p>YEAR ONE AND YEAR TWO</p>	<ul style="list-style-type: none"> • 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

SKILLS PROGRESSION IN SCIENCE AT LOWER KEY STAGE TWO	
	WORKING SCIENTIFICALLY
YEAR THREE AND FOUR	<ul style="list-style-type: none"> • 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.
SKILLS PROGRESSION IN SCIENCE AT KEY STAGE TWO	
	WORKING SCIENTIFICALLY
YEAR FIVE AND YEAR SIX	<ul style="list-style-type: none"> • 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.

