

Progression – Working Scientifically		
KSI	LKS2	UKS2
KSI (Y1 and Y2) Asking Questions -ask simple questions and recognise that they can be answered in different ways Measuring and Recording -observe closely, using simple equipment -perform simple tests -gather and record data to help in answering questions Concluding -identify and classify -use their observations and ideas to suggest answers to questions	LKS2 (Y3 and Y4) Asking Questions -ask relevant questions and use different types of scientific enquiries to answer them -set up simple practical enquiries, comparative and fair tests Measuring and Recording -make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -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 Concluding -identify differences, similarities or changes related to simple scientific ideas and processes -report on findings from enquiries, including	UKS2 (Y5 and Y6) Asking Questions -plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Measuring and Recording -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 Concluding -identify scientific evidence that has been used to support or refute ideas or arguments -report and present findings from enquiries,

	oral and written explanations, displays or presentations of results and conclusions -use straightforward scientific evidence to answer questions or to support their findings Evaluating -use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	including conclusions, causal relationships and explanations of and degree of trust in results -present results in oral and written forms such as displays and other presentations Evaluating -use test results to make predictions to set up further comparative and fair tests
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Topic (Cross Curricular)	NC Topics/ Objectives
Up, up and away! (Cycle A)	Seasonal Changes (Y1) • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies
Food That We Eat (Cycle A)	Animals and Humans (Y1) • identify and name a variety of common animals that are carnivores, herbivores and omnivores • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Animals and their homes (Cycle A)	Living Things and Their Habitats (Y2) • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
The Great Fire of London (Cycle B)	Materials (Y1 & 2) • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties

	·identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ·find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
Africa (Cycle B)	Plants (Y1 & 2) ·identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ·identify and describe the basic structure of a variety of common flowering plants, including trees ·observe and describe how seeds and bulbs grow into mature plants ·find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Moving Around (Cycle B)	Animals and Humans (Y1) ·identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ·describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) ·notice that animals, including humans, have offspring which grow into adults

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	-report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -use straightforward scientific evidence to answer questions or to support their findings Evaluating -use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	including conclusions, causal relationships and explanations of and degree of trust in results -present results in oral and written forms such as displays and other presentations Evaluating -use test results to make predictions to set up further comparative and fair tests
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