

## Progression of skills – Science

**Intent:** At Baddow Hall Infant School we aim to provide relevant opportunities and first-hand experiences to develop children into lifelong learners, who are curious, resilient, observant and creative. Children are taught to observe carefully, question, measure, predict, investigate and draw conclusions in a scientific way.

**EYFS framework:** Understanding the world involves guiding children to make sense of their physical world. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them

**National curriculum guidance:** The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them.

Skill	EYFS	Year 1	Year 2
<p><b>Asking simple questions and recognising that they can be answered in different ways</b></p>	<p>Explore the natural/material world around them and ask simple questions  <i>C+L ELG - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i>  <i>C+L ELG - Make comments about what they have heard and ask questions to clarify their understanding.</i></p>	<p>Explore the natural/material world around them and ask and answer simple questions</p>	<p>Use their scientific knowledge to ask and answer question and solve real life problems</p>
<p><b>Observing closely, using simple equipment</b></p>	<p>Talk about colour and shape  <i>UTW ELG – Explore the natural world around them, making observations and drawing pictures of animals and plants.</i>  <i>UTW ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>  <i>EAD ELG - Safely use and explore a variety of materials, tools and techniques...</i></p>	<p>Explore the natural world around them and look for any patterns            Talk about colour, shape, size leading onto texture and proportion</p>	<p>Explore the natural world around them and look for any patterns            Talk about shape, size, colour, texture, structure (has it got holes in it or not), proportion</p>

<b>Performing simple tests</b>	Explore the natural/material world around them and talk about what they found out including similarities and differences	Setting up simple tests (teacher modelled)	Setting up simple tests (teacher modelled) Carry out tests to compare one thing with another
<b>Identifying, grouping and classifying</b>	Describe what I see, hear and feel whilst outside (using a wide range of scientific vocabulary) <i>EAD ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>	Identify, name and describe in simple terms (using a wide range of scientific vocabulary)	Identify, name and describe in detail (using a wide range of scientific vocabulary)
<b>Using their observations and ideas to suggest answers to questions</b>	Talk about the changes I notice (similarities and differences) <i>UTW ELG - 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.</i> <i>C+L ELG - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>C+L ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>	To predict what might happen in simple terms Observe over time and talk about the changes I notice (similarities and differences)	To predict what might happen based on previous experiences Observe over time or measure different variables
<b>Gathering and recording data to help in answering questions</b>	Using simple scientific language <i>UTW ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.</i>	Using simple scientific language Drawings Labelled diagrams Simple tables Venn diagrams	Using simple scientific language Drawings Labelled diagrams Simple tables Venn diagrams Flow diagrams