

Science End Point Progression Map 1

Questioning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ask simple scientific questions including why something happens	Ask simple scientific questions recognising different ways to find the answer (experiments, research etc.)	Ask relevant questions based on some scientific thinking	Pose scientific questions and use different types of enquiries to find the answers	Plan a simple test to answer a specific question, controlling variables where necessary	Plan and use the most appropriate scientific enquiry to answer a specific question

Observing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe the effects of physical activity on their body	Observe and discuss the start and end point of a change over time using simple equipment	Observe and discuss the start and end point of a change over time with a changing variable using simple equipment	Make accurate observations throughout a change over time systematically recording what you see	Use appropriate equipment and measurements in the recording of observations		

Predicting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Give a verbal prediction for what they think may happen when observing a change over time	After seeing a test, make predictions about what they think will happen with new values/variables	Make reasonable scientific predictions base on some scientific knowledge	Make a prediction of the outcome of a test where a different variable could be changed to the one done first	Incorporate wider scientific knowledge to predict the outcome of new tests

Identifying and classifying

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss the similarities and differences of objects	Identify and classify animals by what they eat	Sort a variety of objects and living things into simple groups (including materials and animals)	Identify similarities and differences between different living things or objects	Use a variety of ways to present classification of living things or objects	Use classification keys, tables and graphs to present data	Use scientific knowledge to support or refute how something has been identified or classified

Science End Point Progression Map 2

Measuring

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Take accurate measurements using the correct equipment (e.g. thermometer)	Take accurate measures from tests considering the scale of the equipment	Accurately measure using a range of scientific equipment (Newton meters, measuring cylinders, thermometers etc.)	Measure with precision and accuracy when conducting a repeating test

Testing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Carry a fair test in a small group with an adult	Carry out a simple fair test, working with a partner	Follow a method to carry out a comparative and fair test	Choose the correct equipment and method needed to carry out a successful comparative and fair test	Independently plan different types of scientific enquiries to find the answer to a question	Plan a scientific enquiry based on a previous test and the questions raised from it

Recording

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create a food diary of what they have eaten	Use symbols and pictures to record changes over time	Use tables to record changes over time	Use labelled drawings and diagrams to explain findings alongside scientific language	Use keys and bar charts to present the data of scientific findings	Present scientific data using line and scatter graphs	Choose the most appropriate way to present scientific data and findings

Concluding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Draw conclusions from a test explaining why something has happened	Use what has happened in a simple fair test to suggest improvements and raise more questions.	Report and present findings in written and oral forms such as presentations.	Report and present findings in written and oral forms such as presentations commenting on the accuracy and reliability of results.