

Skills Progression for Science



	Year 1	Year 2
KPI's: Working Scientifically	• Ask simple questions and recognise that they can be answered in different ways (Year 1 focus) • Use simple equipment to observe closely (Year 1 focus) * Perform simple tests (Year 1 focus) • Identify and classify (Year 1 focus) • Use his/her observations and ideas to suggest answers to questions (Year 1 focus) • Gather and record data to help in answering questions (Year 1 focus) https://www.stem.org.uk/primary-science https://www.outstandingscience.co.uk/	• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus) • Use simple equipment to observe closely including changes over time (Year 2 focus) • Perform simple comparative tests (Year 2 focus) • Identify, group and classify (Year 2 focus) • Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus) • * Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus) https://www.stem.org.uk/primary-science https://www.outstandingscience.co.uk/

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Animals; Including Humans	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene https://www.stem.org.uk/resources/community/collection/12726/year-1-animals-including-humans Classification Pack Ourselves Brilliant Bodies British Birds/Bird Watching in Schools	• Understand that animals, including humans, have offspring which grow into adults • Describe the basic needs of animals, including humans, for survival (water, food and air) https://www.stem.org.uk/resources/community/collection/12727/year-2-animals-including-humans National Sealife Centre Grouping and Classification

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Living Things & Their Habitats		- 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 micro-habitats - 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 https://www.stem.org.uk/resources/community/collection/12723/year-2-living-things-and-their-habitats Grouping and Classification Human and Animal Habitats
Materials	- 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 https://www.stem.org.uk/resources/community/collection/12725/year-1-everyday-materials BBC School – Properties of Materials Badger Science Everyday Materials – Let’s Build	- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching https://www.stem.org.uk/resources/community/collection/12724/year-2-uses-everyday-materials Ginn Science Materials and their uses

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Plants		• 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 • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal https://www.stem.org.uk/resources/community/collection/13299/year-2-plants Seed and Plants Discovery Pack Plants – ready steady go RHS
Seasonal Changes	• Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies https://www.stem.org.uk/resources/community/collection/13195/year-1-seasonal-changes Measuring the Weather Seasonal Changes Nash's Adventures	

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Light	Recognise that they need light in order to see things and that dark is the absence of light https://www.stem.org.uk/resources/community/collection/12719/year-3-light An introduction to light sources	
Electricity		- identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity Things that use electricity