Skills Progression for Science

	Year 3	Year 4
KPI's: Working Scientifically	• Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus) • Set up simple practical enquiries, comparative and fair tests (Year 3 focus) • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus) • Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus) • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus) • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus) • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus) • Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus) • Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus) https://www.outstandingscience.co.uk/ https://www.stem.org.uk/primary-science	• Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus) • Set up simple practical enquiries, comparative and fair tests (Year 4 focus) • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus) • Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus) • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus) • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus) • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus) • Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus) • Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus) https://www.outstandingscience.co.uk/ https://www.stem.org.uk/primary-science

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Animals; Including Humans	• **Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat** https://www.stem.org.uk/resources/community/collection/12601/year-3-animals-including-humans Love your lunch Check my plate	• **Identify that humans and some other animals have skeletons and muscles for support, protection and movement** • **Describe the simple functions of the basic parts of the digestive system in humans** • **Identify the different types of teeth in humans and their simple functions** • **Construct and interpret a variety of food chains, identifying producers, predators and prey** https://www.stem.org.uk/resources/community/collection/12365/year-4-animals-including-humans Online Dentist Teeth The digestive system Using models
Living Things & Their		• **Recognise that living things can be grouped in a variety of ways** • **Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment** • **Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things** https://www.stem.org.uk/resources/community/collection/12774/year-4-living-things-and-their-habitats Learning Zone Class clips Animal Classification

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Materials	• **Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity, electrical and thermal responses to magnets.** https://www.stem.org.uk/resources/community/collection/12742/year-5-properties-materials Grouping and classifying	
Electricity		• **Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery** • **Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit** • **Recognise some common conductors and insulators, and associate metals with being good conductors** https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity It's electric How to wire a plug The Apprentice Electrician

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Forces & Magnets		• Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing • Observe how magnets attract and repel each other and attract some materials and not others https://www.stem.org.uk/resources/community/collection/12391/year-3-forces-and-magnets Amazing magnets Magnets and their invisible force
Light	• Recognise that he/she needs light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes • Find patterns in the way that the size of shadows change • Recognise that shadows are formed when the light source is blocked by an opaque object https://www.stem.org.uk/resources/community/collection/12719/year-3-light Modelling Light How we see things Making shadows	

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Earth and Space		• **Describe the movement of the Earth, and other planets, relative to the Sun in the solar system** • **Describe the movement of the Moon relative to the Earth** • **Describe the Sun, Earth and Moon as approximately spherical bodies** • **Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky** https://www.stem.org.uk/resources/community/collection/12347/year-5-earth-and-space Sunlight and space travel UNAWE Eggnaut
Rocks	• **Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties** • **Describe in simple terms how fossils are formed when things that have lived are trapped within rock** • **Recognise that soils are made from rocks and organic matter** https://www.stem.org.uk/resources/community/collection/12367/year-3-rocks Dinosaur fossil animation Mary Anning Monologue Rocks and Fossils	