

# Science Progression of Enquiry Skills

## Areas of study:

- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes

## Working scientifically progression of skills:

EYFS (Statutory Framework 2021 & Development Matters 2020)	Key Stage 1 (NC 2014)
<ul style="list-style-type: none"> <li>• Explore the natural world around them (Understanding the World: reception)</li> <li>• Notice and ask questions about differences (Personal, Social &amp; Emotional Dev: birth-3)</li> <li>• Understand simple questions about 'who', 'what' and 'where' (Communication &amp; Language: 2 years) / understand 'why' questions (3-4 years) / ask questions to find out more (reception)</li> <li>• Listen attentively and respond to what they hear with relevant questions (ELG: Listening, Attention &amp; Understanding)</li> </ul>	<p>Explore the world around them and raise their own simple questions</p> <hr/> <p>ask people questions and use simple secondary sources to find answers</p>
<ul style="list-style-type: none"> <li>• Make choices and explore different resources and materials (Playing &amp; Exploring)</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG: Managing Self)</li> </ul>	<p>Experience different types of science enquiries, including practical activities</p>
<ul style="list-style-type: none"> <li>• Know more, so feel confident about coming up with their own ideas (Creating &amp; Thinking Critically)</li> </ul>	<p>Begin to recognise different ways in which they might answer scientific questions</p>
<ul style="list-style-type: none"> <li>• Respond to new experiences that you bring to their attention (Playing &amp; Exploring)</li> <li>• Solve real problems (Creating and Thinking Critically)</li> </ul>	<p>Carry out simple tests</p>
<ul style="list-style-type: none"> <li>• Sort materials (Creating &amp; Thinking Critically)</li> <li>• Explore collections of materials with similar and/or different properties (Understanding the World: 3-4 years)</li> <li>• 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 (ELG: The Natural World)</li> </ul>	<p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them</p>

Green text indicates Early Learning Goal

EYFS (Statutory Framework 2021 & Development Matters 2020)	Key Stage 1 (NC 2014)
<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials (Understanding the World: 3-4 years)</li> <li>Explore different materials and tools (Physical Dev: birth-3)</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG: The Natural World)</li> </ul>	Observe closely using simple equipment / with help, observe changes over time
<ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world (Playing &amp; Exploring)</li> <li>Notice patterns and arrange things in patterns (Mathematics: birth-3) / talk about and identifies the patterns around them (3-4 years) / continue, copy and create repeating patterns (reception)</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG: The Natural World)</li> </ul>	With guidance, they should begin to notice patterns and relationships
<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity (Mathematics: 3-4 years) / compare length, weight and capacity (reception)</li> <li>Choose the right resources to carry out their own plan (Physical Dev 3-4 years) / develop their small motor skills so that they can use a range of tools competently, safely and confidently (reception)</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery (ELG: Fine Motor Skills)</li> </ul>	Use simple measurements and equipment (e.g. hand lenses, egg timers) to <b>gather</b> data
<ul style="list-style-type: none"> <li>Use drawing to represent ideas (Expressive Arts &amp; Design: 3-4 years) / return to and build on their previous learning, refining ideas and developing their ability to represent them (reception)</li> </ul>	Record simple data
<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; (ELG: Speaking)</li> </ul>	Use their observations and ideas to suggest answers to questions talk about what they have found out and how they found it out
<ul style="list-style-type: none"> <li>Use a wider range of vocabulary (Communication &amp; Language: 3-4 years) / learn new vocabulary &amp; use new vocabulary through the day and in different contexts (reception)</li> <li>Talk about what they see, using a wide vocabulary (Understanding The World: 3-4 years)</li> <li>Offer their own ideas, using recently introduced vocabulary (ELG: Speaking)</li> </ul>	With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language

**Green text indicates Early Learning Goal**

## WORKING SCIENTIFICALLY POSTER FOR EARLY YEARS FOUNDATION STAGE



## WORKING SCIENTIFICALLY POSTER FOR KEY STAGE ONE

