🔬 Primary Science Progression Statements

Year	How Science Builds on Previous Knowledge
Year 1	• Introduced to seasonal changes, spotting differences in weather, daylight and clothing across the year. • Begins simple observation skills (weather charts, walks, picture sorting). • Early classification through recognising seasonal features.
Year 2	• Builds on Y1 by comparing summer/winter, adding understanding of what plants, animals and people do in different seasons. • Sorts objects/events linked to seasons; begins using simple diagrams. • Begins linking behaviour of living things to conditions (light, temperature).
Year 3	• Introduced to simple circuits—builds on Y2 observations by identifying cells, wires, bulbs and complete loops. • Simple classification: grouping animals by features (sea life example). • Begins structured recording (drawn diagrams, labels).
Year 4	• Deepens understanding of living things with plant parts & functions: roots, stems, leaves, flowers, water transport. • Health education grows to include diet, hygiene, exercise and links between systems (heart, digestion). • Extends electricity learning using component testing (conductors/insulators).
Year 5	• Moves into Earth & Space: planets, day/night, orbits, Moon phases, and seasons explained by Earth's tilt. • Explores sound: vibrations, travel through materials, pitch/volume, muffling, explanation writing. • More complex data, diagrams and explanatory writing.
Year 6	• Builds on Y5 forces knowledge by revisiting gravity, mass vs weight, balanced/unbalanced forces, friction, air resistance with measurements and Newton meters. • Advanced electricity: circuit symbols, accuracy in diagrams, safety leaflets for real-world contexts. • Completes multi-step investigations and produces scientific reports/presentations.

🔬 Whole-School Working Scientifically Skills Progression

Year	Working Scientifically Skills Progression
Year 1	• Makes simple observations (weather, seasonal change). • Sorts and matches objects/pictures. • Answers simple scientific questions (“What do you notice?”). • Uses simple tools (charts, collecting items). • Records findings through drawings or tick charts.
Year 2	• Makes comparative observations (summer vs winter, plant changes). • Begins asking simple questions. • Uses basic measuring tools. • Records using tables, labelled pictures or short sentences. • Begins spotting patterns (light, temperature, living things).
Year 3	• Uses equipment in practical tests (simple circuits). • Makes systematic observations using diagrams. • Sorts and classifies using simple criteria. • Records using scientific diagrams, tables and simple keys. • Explains observations using scientific vocabulary.
Year 4	• Plans simple fair tests (plants, health, exercise). • Uses a range of equipment accurately (thermometers, timers). • Improves classification skills. • Records using charts, bar graphs, labelled diagrams. • Writes simple conclusions using evidence.
Year 5	• Constructs comparative and fair tests (sound, space). • Uses more precise measurement tools (m/s, decibels). • Uses secondary sources for research. • Draws accurate scientific diagrams (Earth–Sun–Moon). • Begins to justify conclusions with scientific explanation.
Year 6	• Plans and carries out independent investigations (forces, electricity). • Selects appropriate equipment (Newton meters, components). • Uses formal circuit symbols and technical diagrams. • Collects, analyses & interprets data using graphs. • Writes full scientific reports, including evaluation of reliability and variables.