



**Warren Wood  
Progression Grid**



**Science Skills and Knowledge  
Working Scientifically**

Expected by the End of Year Six

**Asking questions**

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

**Measuring and Recording**

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

**Concluding**

Identify scientific evidence that has been used to support or refute ideas or arguments

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

**Evaluating**

Use test results to make predictions to set up further comparative and fair tests



## Warren Wood Progression Grid



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<b>Science Skills and Knowledge</b> <small>Expected by the End of Year Six</small>	
<b>Living things and their habitats</b>	<b>Animals, including humans</b>
<p><b>Describe</b> how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p><b>Give reasons</b> for classifying plants and animals based on specific characteristics</p>	<p><b>Identify</b> and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p><b>Recognise</b> the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><b>Describe</b> the ways in which nutrients and water are transported</p>
<b>Evolution and Inheritance</b>	<b>Light</b>
<p><b>Recognise</b> that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p><b>Recognise</b> that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p><b>Identify</b> how animals and plants are adapted to suit their environment in different ways and <b>hypothesize</b> how adaptation may lead to evolution</p>	<p><b>Recognise</b> that light appears to travel in straight lines</p> <p><b>Use</b> the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p><b>Explain</b> that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p><b>Use</b> the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
<b>Electricity</b>	



## Warren Wood Progression Grid



**Associate** the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

**Compare and give reasons** for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

**Use** recognised symbols when representing a simple circuit in a diagram