

Progression Science

Area	EYFS	Year 1	Year 2	End of Key Stage Expectations
<u>Working Scientifically</u>	<p>The World 30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. <p>The World 40-60 Looks closely at similarities, differences, patterns and change.</p>	<p>WS1 asking simple questions and recognising that they can be answered in different ways</p> <p>WS2 observing closely, using simple equipment and measurement</p> <p>WS3 performing simple tests</p> <p>WS4 identifying and classifying</p> <p>WS5 using their observations and ideas to suggest answers to questions</p> <p>WS6 gathering and recording data to help in answering questions.</p>	<p>WS1 asking simple questions and recognising that they can be answered in different ways including use of scientific language from the National Curriculum.</p> <p>WS2 observing closely, using simple equipment and measurement, including changes over time.</p> <p>WS3 performing simple comparative tests</p> <p>WS4 identify, group and classify</p> <p>WS5 using their observations and ideas to suggest answers to questions, noticing similarities, differences and patterns.</p> <p>WS6 gathering, recording and communicating data and findings to help in answering questions.</p> <p>WS7 use scientific language and read and spell age-appropriate scientific vocabulary</p>	<p>KS1 Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> • WS1 asking simple questions and recognising that they can be answered in different ways • WS2 observing closely, using simple equipment and measurement • WS3 performing simple tests • WS4 identifying and classifying • WS5 using their observations and ideas to suggest answers to questions • WS6 gathering, recording and communicating data and findings to help in answering questions. • WS7 use scientific language and read and spell age-appropriate scientific vocabulary • WS8 begin to notice patterns and relationships.

Progression Science

	<p>The World ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Health and Self-Care</p>		<p>WS8 begin to notice patterns and relationships.</p>	
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Progression Science

<u>Animals including humans</u>	<p>40-60</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. <p>Health and Self-Care ELG</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> • Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Can identify and name a variety of common animals that are carnivores, herbivores and omnivores • Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> • AH1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores • AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<u>Living things and their habitats</u>		<p>Can explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<ul style="list-style-type: none"> • Can identify and name a variety of plants and animals in their habitats, including micro-habitats. • Can describe how animals obtain their food from plants and 	<ul style="list-style-type: none"> • LH1 explore and compare the differences between things that are living, dead, and things that have never been alive

Progression Science

	<p style="text-align: center;">Exploring and Using Media and Materials 40-60</p> <ul style="list-style-type: none"> •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a 	<ul style="list-style-type: none"> • Can 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 	<p>other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<ul style="list-style-type: none"> • LH2 identify that most living things live in habitats to which they are suited • LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats • LH5 describe how animals obtain their food from plants and other animals • LH6 understand a simple food chain, and identify and name different sources of food.
<u>Everyday materials</u>	<ul style="list-style-type: none"> •Constructs with a 	<ul style="list-style-type: none"> • Can distinguish between an object and the material from which it is made • Can identify and name a variety of everyday materials, including wood, plastic, 	<ul style="list-style-type: none"> • Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Can find out how the shapes of solid objects made from some materials can be changed by 	<ul style="list-style-type: none"> • EM1 distinguish between an object and the material from which it is made • EM2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Progression Science

	<p>purpose in mind, using a variety of resources.</p> <ul style="list-style-type: none">•Selects tools and techniques needed to shape, assemble and join materials they are using. <p>ELG Exploring and Using Media and Materials</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>See The World</p>	<p>glass, metal, water, and rock.</p> <ul style="list-style-type: none">• Can describe the simple physical properties of a variety of everyday materials.• Can compare and group together a variety of everyday materials on the basis of their simple physical properties.	<p>squashing, bending, twisting and stretching</p>	<ul style="list-style-type: none">• EM₃ describe the simple physical properties of a variety of everyday materials• EM₄ compare and group together a variety of everyday materials on the basis of their simple physical properties.
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Progression Science

<u>Plants</u>		<p>Can identify and name a variety of common wild and garden plants, including deciduous and evergreen.</p> <ul style="list-style-type: none"> • Can identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> • Can observe and describe how seeds and bulbs grow into mature plants • Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> • P1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • P2 identify and describe the basic structure of a variety of common flowering plants, including trees.
<u>Seasonal changes</u>		<p>Can observe changes across the four seasons.</p> <ul style="list-style-type: none"> • Can observe and describe weather associated with the seasons and how day length varies. 	N/A	<ul style="list-style-type: none"> • SC1 observe changes across the four seasons • SC2 observe and describe weather associated with the seasons and how day length varies
<u>Rock s</u>				
<u>Light</u>				

Progression Science

<u>Forces and Magnets</u>				
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