



Science Progression of skills and Knowledge

Key
A = Autumn term
Sp = Spring term
Su = Summer term

	EYFS	Year 1	Year 2
Working Scientifically	<p>Observes and discusses natural processes such as sound causing a vibration, light travelling through transparent materials Can answer questions about what they have observed AU</p> <p>Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc) AU</p> <p>Observes and discusses natural processes such as melting ice, what happens to a range of food substances when mixed with water SP</p> <p>Observes and discusses natural processes such as object casting a shadow a magnet attracting an object and a boat floating on water SU 2</p> <p>Through observation understand that our beaches change depending on the tide SU 2</p>	<p>Asking simple questions and recognising that they can be answered in different ways AU SP SU</p> <p>Observing closely, using simple equipment AU SP SU</p> <p>Performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions AU SP SU</p>	<p>Asking simple questions and recognising that they can be answered in different ways AU SP SU</p> <p>Observing closely, using simple equipment AU SP SU</p> <p>Performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions AU SP SU</p>

<p>Plants</p>	<p>Explores the natural environment around them AU</p> <p>Can answer questions about what they have observed</p> <p>Observe and experience the wide variety of plants in our school environments SP 2</p> <p>Through planting own seeds and bulbs and through discussion...</p> <p>knows most plants start growing from a seed or bulb by planting a range of flowers and vegetables SP2</p> <p>Knows plants need water, warmth, and light to grow and survive SP2</p> <p>Be exposed to the terms seed bulb root stem leaf flower petal branch bark pollen trunk SP2</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees SP 2</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees SP2</p> <p>use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. SP2</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). SP 2</p>	<p>Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy SU I</p>
<p>Animals including humans</p>	<p>Identify and name the main visible parts of the human body –head hair face eyes ears nose mouth arms hands legs feet fingers toes AU I</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals SU I</p> <p>Identify and name a variety of common animals that are</p>	<p>Notice that animals, including humans, have offspring which grow into adults SP 2</p> <p>Find out about and describe the basic needs of animals, including</p>

	<p>Know about ways in which humans keep healthy – healthy food exercise, sleep , handwashing teeth brushing . Know how to wash their hands and brush their teeth effectively AU I</p> <p>Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time). SP 2</p> <p>Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a Butterfly SP 2</p> <p>Knows names for baby animals and can match these to their adult. SU I</p> <p>Looks at animal key stages of development from birth to adult SU I</p>	<p>carnivores, herbivores and omnivores SU 2</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) SU 2</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense AU I</p>	<p>humans, for survival (water, food and air) SU 2</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene SU 2</p>
<p>Everyday Materials</p>	<p>Can talk about how and why ice is formed SP I</p> <p>Observes and discusses natural processes such as melting ice, what happens to a range of food substances when mixed with water SP I</p> <p>Explore the properties of different types of wood through sawing, sanding, drilling, hammering, drilling SP I</p>	<p>Distinguish between an object and the material from which it is made SP I</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock SP I</p> <p>Describe the simple physical properties of a variety of everyday materials SP I</p> <p>Compare and group together a variety of everyday materials on</p>	

		the basis of their simple physical properties SP 1	
Uses of everyday materials	Manipulate and investigate the properties of a range of raw and manmade materials through construction activities, arts activities, and simple investigations SP 1		Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses AU 2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching AU 2
Seasonal changes	<p>Talks about changes that happen in the natural environment during Autumn and Winter AU 2</p> <p>Talks about changes that happen in the natural environment during Winter and Spring SP</p> <p>Knows there are 12 months in a year and the names and order of these. AU 2</p> <p>Knows there 7 days in a week and name these SP</p> <p>Talks about changes that happen in the natural environment during Spring and Summer SP 2 SU 1</p> <p>Knows that the length of day and night changes depending on the season SU 1</p>	<p>Observe changes across the 4 seasons AU 2 and ongoing</p> <p>Observe and describe weather associated with the seasons and how day length varies AU 2 and ongoing</p>	

Living things and their habitats

Explores the natural environment around them **AU**

Identify, name observe and record a range of common minibeasts found in the school environment and discuss where they are commonly found **SP 2**

Can talk about different habitats and why they are good for certain living things (e.g. Hedgehogs, birds, foxes, minibeasts) **SU 1**

Can talk about underwater worlds and how these are habitats for different creatures **SU 1**

Explore and compare the differences between things that are living, dead, and things that have never been alive **AU 1**

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 **AU 1**

Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food **AU 1**