PROGRESSION IN SCIENCE

	EYFS		National Curriculum Subject Content	KS1	
TOPICS	Year A Colours Day and Night Terrific Transport Pets, bugs and spiders Glorious Growing Magical stories	Year B Good to be me Day and Night On the farm Marvellous minibeasts Bloom and Grow, the food we eat Fabulous food		Year A Reduce, Re-use, Recycle Dinosaurs Amazing Africa Commotion in the Ocean Into the Woods Land Ahoy!	Year B Belonging to Britain Master Builders In the city Perfect penguins and polar bears Roots, shoots and magic seeds Into Space
	Nursery	**Reception**		**Cycle A Y1+2**	**Cycle B Y 1+2**
EYFS Strand **Knowledge and understanding of the world**	To observe the effects of physical activity on their bodies. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment. To begin to be interested in and describe the texture of things.	To eat a healthy range of foodstuffs and understand a need for variety in food. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To look closely at similarities, differences, patterns and change. ELG -To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. To 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.	**Working scientifically**	Ask simple questions. Recognise that questions that can be answered in different ways. Perform simple tests. Observe closely. Use simple equipment. Talk about what they have found out. **Use observations and ideas to suggest answers to questions.** **Carry out pre-planned investigations – with support.** **Gather and record data to help answer questions – with support.** **Start to use simple scientific language in context.** **Identify and classify objects as part of an investigation.**	Ask simple questions. Recognise that questions that can be answered in different ways. Perform simple tests. Observe closely. Use simple equipment. Talk about what they have found out. **Use observations and ideas to suggest answers to questions.** **Carry out pre-planned investigations – with support.** **Gather and record data to help answer questions – with support.** **Start to use simple scientific language in context.** **Identify and classify objects as part of an investigation.**
			Plants	Identify and describe the basic structure of a variety of common flowering plants, including trees. 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.	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.
			Animals, including humans.	To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. To identify and name a variety of common animals including fish,	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) To notice that animals, including humans, have offspring which grow

				amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) To notice that animals, including humans, have offspring which grow into adults. To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	into adults To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
			Everyday materials.	To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties.	To distinguish between an object and the material from which it is made of. To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties.
			Uses of everyday materials.	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
			Seasonal changes.	To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.	To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.
			Living things and their habitats.	To explore and compare the differences between things that are living, dead, and things that have never been alive	To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs

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				To 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. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To 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.	of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To 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.

Autumn year A		**Spring year A**		**Summer year A**	
Our life and beyond	**Let's investigate**	**Out 'n' about**	**All creatures great and small**	**Our wonderful word**	**Making memories**
Reduce reuse, recycle	**Dinosaurs**	**Amazing Africa**	**Commotion in the ocean**	**Into the woods**	**Land ahoy**
Everyday Materials Name and identify Recycling Changes **Health week**	Animals including humans Fossils Senses Reptile/structure Living things and their habitats Alive, dead, not dead **Autumn/winter**	Animals including humans Basic needs of animals Animal babies Mammal, bird, reptile/structure Living things and their habitats Habitats Food chains	Living things and their habitats Habitats Food chains Animals including humans Basic needs of animals Oceans/lakes/rivers/ Ponds Fish, amphibian, bird, mammal/structure Include minibeasts **Science week**	Plants Observe and describe how they grow. What do they need to grow? What part of the plant do we eat? **Spring/summer**	Working scientifically STEM activities related to topic Forces/movement Floating/ sinking

Autumn year B		**Spring year B**		**Summer year B**	
Our life and beyond	**Let's investigate**	**Out 'n' about**	**All creatures great and small**	**Our wonderful word**	**Making memories**
Belonging to Britain	**Master builders**	**In the city**	**Perfect Penguins and**	**Roots, shoot and magic**	**Into space**

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			polar bears	**seeds**	
Animals including humans Identify and name basic body parts Investigate senses Pets Animal babies **Health week**	Everyday materials Identify, describe and compare classify properties **Autumn/winter**	Materials and their uses Suitability and purpose (Paddington's hat, wellies, suitcase etc)	Living things and their habitats Arctic and Antarctic animals Floating and sinking **Science week**	Plants Identify and name a variety of common wild and garden plants and trees Structure **Spring/summer**	Working scientifically STEM activities related to topic