



## Science Progression



### Subject: The Natural World EYFS





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	<p>I am learning to care for the world around me.</p> <p>I am learning to talk about plants and animals that I can see in the Natural World.</p> <p>I am learning to recognise changes in the seasons.</p>		<p>I am learning to talk about hot and cold, melting and freezing.</p> <p>I am learning to recognise changes in the seasons.</p>		<p>I am learning to talk about growing and making healthy choices.</p> <p>I am learning to recognise ways that I am growing up and making healthy choices.</p> <p>Making healthy choices</p> <p>I am learning to recognise changes in the seasons.</p>	
<b>Focus</b>	<ul style="list-style-type: none"> <li>To explore the natural world [1, 2, 4, 5]</li> <li>To describe what they see, hear and feel outside [1, 2, 3, 4]</li> <li>To Understand the effects of the changing seasons around them [1, 3, 4]</li> </ul>		<ul style="list-style-type: none"> <li>To understand the effect of the changing seasons on the natural world around them [1, 2, 3, 4].</li> </ul>		<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside [1, 2, 3, 4].</li> <li>Recognise some environments that are different to the ones in which they live [1, 2, 3, 4].</li> <li>Understand the effects of the changing season on the world around them [1, 2, 3, 4].</li> </ul>	
<b>Language progression</b>	<p><u>Changing Seasons</u> Object Words Sun, cloud; rain</p>		<p><u>Changing Seasons</u> Object Words: Snow; sun; rain</p>		<p><u>Changing Seasons</u> Object Words: Sun; rain</p>	



<p><b>(Ensure that previous term language is built upon)</b></p>	<p><b>Describing Words</b> Autumn; cool <b>Action Words</b> Growing; changing, dying</p>	<p><b>Describing Words:</b> Season; Winter; Spring; Cold, hot <b>Action Words:</b> Freezing, heating; melting</p>	<p><b>Describing Words:</b> Season; Summer; warm; hot <b>Action Words:</b> Growing, changing</p>
<p><b>Language progression</b>  <b>(Ensure that previous term language is built upon)</b></p>	<p><b><u>Growing and Change</u></b> <b>Object Words</b> Leaves; fruit; conkers, pine cones; acorns <b>Describing Words</b> Dry, red, orange, yellow, brown <b>Action Words</b> Growing; changing, dying</p>	<p><b><u>Growing and Change</u></b> <b>Object Words</b> Eggs; Frogspawn; tadpole; froglet; frog <b>Describing Words</b> Soft; black, legs; arms; head <b>Action Words</b> Hatching; Growing; changing, dying</p>	<p><b><u>Growing and Change</u></b> <b>Object Words</b> Food; vegetables; seeds; plants; roots; shoots; stalk; leaves; buds, flowers; fruit <b>Describing Words</b> Alive; dead Sweet; savoury <b>Action Words</b> Living; growing, dying</p>
<p><b>Language progression</b>  <b>(Ensure that previous term language is built upon)</b></p>	<p><b><u>Animals Including</u></b> <b>Object Words</b> Wildlife; hedgehog; squirrel, fox; bat; owl; slugs, worms, snails <b>Describing Words</b> Spiky; bushy; black; noisy; quiet <b>Action Words</b> Living; breathing; walking; flying, crawling</p>	<p><b><u>Animals Including Humans</u></b> <b>Object Words</b> Wildlife; hedgehog; squirrel, fox; bat; owl; slugs, worms, snails <b>Describing Words</b> Autumn <b>Action Words</b> Walking, flying, crawling</p>	<p><b><u>Animals Including Humans</u></b> <b>Object Words</b> Human; baby; child; young person; adult <b>Describing Words</b> Young, old <b>Action Words</b> Growing; changing, dying</p>


## Science Progression

### Subject: Science KS1

	Year 1	Year 2
<p><b>Knowledge/ Objectives (Conceptual)</b></p>  	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?</li> <li>• Can I identify and describe the basic structure of a variety of common flowering plants, including trees?</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Can I observe and describe how seeds and bulbs grow into mature plants?</li> <li>• Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?</li> </ul>
<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>	<p>Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem</p>	<p>Seeds, Bulbs, Water, Light, Temperature, Growth</p>
<p><b>Knowledge/ Objectives (Conceptual)</b></p>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Can I notice that animals, including humans, have offspring which grow into adults?</li> </ul>



 	<p>of common animals that are carnivores, herbivores and omnivores?</p> <ul style="list-style-type: none"> <li>• Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?</li> </ul> <p>Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?</p>	<ul style="list-style-type: none"> <li>• Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?</li> <li>• Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene?</li> </ul>
<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>	<p>Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak</p>	<p>Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene</p>
<p><b>Knowledge/ Objectives (Conceptual)</b></p>  		<p><b>Living Things and Habitats</b></p> <ul style="list-style-type: none"> <li>• Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?</li> <li>• Can I identify and describe the basic structure of a variety of common flowering plants, including trees?</li> <li>• Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals?</li> <li>• Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores?</li> </ul>



		<ul style="list-style-type: none"> <li>• Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?</li> <li>• Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?</li> </ul>
<p><b>Language progression</b></p> <p>(Ensure that previous years language is built upon)</p>		<p>Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</p>
<p><b>Knowledge/ Objectives (Conceptual)</b></p> 	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Can I distinguish between an object and the material from which it is made?</li> <li>• Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock?</li> <li>• Can I describe the simple physical properties of a variety of everyday materials?</li> <li>• Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?</li> <li>• Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</li> </ul>
<p><b>Language progression</b></p> <p>(Ensure that previous years language is built upon)</p>	<p>Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</p>	<p>Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</p>

<p><b>Knowledge/ Objectives (Conceptual)</b></p> 	<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• Can I observe changes across the four seasons?</li> <li>• Can I observe and describe weather associated with the seasons and how day length varies?</li> </ul>	
<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>	<p>Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p>	
<p><b>Working Scientifically (Procedural knowledge)</b></p>	<ul style="list-style-type: none"> <li>• Can I ask simple questions and recognising that they can be answered in different ways?</li> <li>• Can I observe closely, using simple equipment?</li> <li>• Can I perform simple tests?</li> <li>• Can I identify and classify using my observations and ideas to suggest answers to questions?</li> <li>• Can I gather and record data to help in answering questions?</li> </ul>	



# Science Progression



**Subject: Science KS2**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Knowledge/ Objectives (Conceptual)</b></p>  	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• Can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>• Can investigate the way in which water is transported within plants.</li> <li>• Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Can recognise that living things can be grouped in a variety of ways</li> <li>• Can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Can recognise that environments can change and this can sometimes pose a threat to living things</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Can describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Can describe 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.</li> <li>• Can give reasons for classifying plants and animals based on specific characteristics.</li> </ul>



<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>	<p>Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower</p>	<p>Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats</p>	<p>Mammal, Reproduction, Insect, Amphibian, Bird, Offspring</p>	<p>Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects</p>
<p><b>Knowledge/ Objectives (Conceptual)</b></p>  	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• Can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Can describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Can identify the different types of teeth in humans and their simple functions.</li> <li>• Can construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Can describe the changes as humans develop to old age.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• Can describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>





<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>	<p>Movement, Muscles, Bones, Skull, Nutrition, Skeletons,</p>	<p>Mouth, Tongue, Teeth, Oesophagus, Stomach, Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar</p>	<p>Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty</p>	<p>Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration</p>
<p><b>Knowledge/ Objectives (Conceptual)</b></p>  			<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Can describe the movement of the Moon relative to the Earth.</li> <li>• Can describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>• Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>

<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>			<p>Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation</p>	<p>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics</p>
<p><b>Knowledge/ Objectives (Conceptual)</b></p>  	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Can recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• Can compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>• Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Properties and changes of materials.</b></p> <ul style="list-style-type: none"> <li>• Can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Can name some materials that will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Can use knowledge of solids, liquids and gases to decide how mixtures might be separated,</li> </ul>	

			<p>including through filtering, sieving and evaporating.</p> <ul style="list-style-type: none"> <li>• Can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Can demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	
<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>	<p>Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent</p>	<p>Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating</p>	<p>Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing</p>	

<p><b>Knowledge/ Objectives (Conceptual)</b></p>  	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Can recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Can notice that light is reflected from surfaces.</li> <li>• Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Can recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>• Can find patterns in the way that the size of shadows change</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Can identify how sounds are made, associating some of them with something vibrating.</li> <li>• Can recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Can find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Can find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Can recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>• Can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>

<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>	<p>Light, Shadows, Mirror, Reflective, Dark, Reflection</p>	<p>Volume, Vibration, Wave, Pitch, Tone, Speaker</p>		<p>Refraction, Reflection, Light, Spectrum, Rainbow, Colour,</p>
<p><b>Knowledge/ Objectives (Conceptual)</b></p>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Can compare how things move on different surfaces.</li> <li>• Can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles.</li> <li>• Can predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>• Can compare and group together a variety of everyday materials on the</li> </ul>		<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• Can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	

	basis of whether they are attracted to a magnet, and identify some magnetic materials.			
<b>Language progression</b>  (Ensure that previous years language is built upon)	Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull		Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys	
<b>Knowledge/ Objectives (Conceptual)</b>   		<b>Electricity</b> <ul style="list-style-type: none"> <li>• Can identify common appliances that run on electricity.</li> <li>• Can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• Can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a</li> </ul>		<b>Electricity</b> <ul style="list-style-type: none"> <li>• Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Can 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.</li> <li>• Can use recognised symbols when representing a</li> </ul>

		<p>complete loop with a battery.</p> <ul style="list-style-type: none"> <li>• Can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• Can recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>		<p>simple circuit in a diagram.</p>
<p><b>Language progression</b></p> <p><b>(Ensure that previous years language is built upon)</b></p>		<p>Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators</p>		<p>Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell</p>
<p><b>Working Scientifically (Procedural knowledge)</b></p>	<p><b>Lower Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Can ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Can set up simple practical enquiries, comparative and fair tests.</li> <li>• Can make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</li> </ul>		<p><b>Upper Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Can use results to draw simple conclusions, make predictions and suggest improvements.</li> <li>• Can identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Can use scientific evidence to answer questions or to support their findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Can use test results to make predictions to set up further comparative and fair tests.</li> <li>• Can 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.</li> <li>• Can identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
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**NB:** 'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand.