

**PROGRESSION IN SCIENCE**

Date	Review Date	Subject Leader	
September 2020	August 2021	Beth Eades	
<p align="center">This document aims to give guidance on the progression of Science knowledge and skills across the year groups.</p>			
	UFS	Year 1	Year 2
<p><b>Animals including Humans</b></p>	<p><b>Understanding the world: Early Learning Goal:</b> They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>What are the five senses and how do we use these to find out about the world Explain their ideas as responses to an issue.</p> <p>Identify and name common animals. (fish, amphibians, reptiles, birds and mammals)</p> <p>Identify and name common animals (carnivores, herbivores and omnivores) Describe and compare the structure of common animals.</p>	<p>Identify that animals, including humans, have offspring which grow into adults.</p> <p>How do humans keep healthy? (exercise, food, hygiene)</p> <p>What are the basic needs for survival? (water, food, air)</p>
<p><b>Vocabulary</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>Living things and their habitats</b></p>	<p><b>Understanding the World: Early Learning Goal:</b></p>		<p>Compare the differences between dead, and things that have never been alive.</p>

	They Talk about the features of their own immediate environment and how environments might vary from one another.		How do different habitats provide the basic needs of different kinds of animals and plants? How do they depend on each other?  How do animals obtain their food from plants and other animals?
<b>Vocabulary</b>			Habitats, micro habitat, dead, alive, environment, seashore, woodland, ocean, rainforest, foodchain
<b>Plants</b>	<b>Understanding the World: Early Learning Goal:</b> They make observations of plants and explain why some things occur, and talk about changes.	Can you name the parts of a flowering plant and trees?  What do plants need to grow well?  What plants can you find by our school?  Can you identify and name common wild and garden plants (deciduous and evergreen trees)	How do seeds and bulbs grow into mature plants?  Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.

<b>Vocabulary</b>		Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem	Seeds, Bulbs, Water, Light, Temperature, Growth
<b>Seasonal Changes</b>	<b>Understanding the World: Early Learning Goal:</b> They make observations of plants and explain why some things occur, and talk about changes.	Observe changes across the four seasons.  Observe and describe weather associated with the seasons.  Observe and describe how the day length varies based on the season.	
<b>Vocabulary</b>		Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark	
<b>Materials</b>	<b>Understanding the World: Early Learning Goal:</b> The world Children know about similarities and differences in relation to places, objects, materials and living things.	Distinguish between an object and the material from which it is made.  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.  Compare and group together a variety of everyday materials based on their simple properties.	Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

<b>Vocabulary</b>		Wood, Plastic, Glass, Paper, Water, metal, Rock, Hard, Soft, Bendy, Rough, Smooth	Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil
-------------------	--	---	--

<b>SCIENCE SKILLS WORKING SCIENTIFICALLY</b>			
	<b>UFS</b>	<b>Year 1</b>	<b>Year 2</b>
Answering and answering questions	Following Development Matters	Use everyday language/begin to use simple scientific words to ask or answer a scientific question.	Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources such as books/video clips
Investigating		Follow instructions to complete a simple test individually or in a group	Do things in the correct order when performing a simple test and begin to recognise when something is unfair
Observing		Observe objects materials and living things and describe what they see	Observe something closely and describe changes over time.
Equipment and measuring		Use simple, non- standard measurements in a practical task	Use simple equipment such as hand lenses or egg timer to take measurements, make observations and carry out simple tests

Identifying and classifying		Sort and group objects, materials and living things with help, according to simple observational features	Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns
Recording and reporting on findings		Talk about their findings and explain what they have found out	Gather data, record and talk about their findings in a range of ways using simple scientific vocabulary
Analysing data		Use every day or simple scientific language to ask and or answer a question on given data	Identify simple patterns and/or relationships using simple comparative language
Drawing conclusions		Explain with help what they think they have found out	Use simple scientific language to explain what they have found out