**Science Progression**

**EYFS links: *Understanding the World In Reception***

* Explore the natural world around them.
* Describe what they see, hear and feel whilst outside.
* Understand the effect of changing seasons on the natural world around them.

***The Natural World ELG***

* Explore the natural world around them, making observations and drawing pictures of animals and plants.
* Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class.
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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| **WORKING SCIENTIFICALLY** | | |
| **Y1** | **Y2** | **Y3** |
| ask simple questions and recognise that they can be answered in different ways  observe closely, using simple equipment  perform simple tests identify and classify  use their observations and ideas to suggest answers to questions  gathered record data to help in answering questions. | ask simple questions and recognise that they can be answered in different ways  observe closely, using simple equipment  perform simple tests identify and classify  use their observations and ideas to suggest answers to questions gather and record data to help in answering questions. | ask relevant questions and use different types of scientific enquiries to answer them  set up simple practical enquiries, comparative and fair tests  make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  gather, record, classify and present data in a variety of ways to help in answering questions  record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  identify differences, similarities or changes related to simple scientific ideas and processes  use straightforward scientific evidence to answer questions or to support their findings |

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| **ANIMALS INCLUDING HUMANS** | | |
| **Y1** | **Y2** | **Y3** |
| identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, incl. pets)  identify, name, draw, label basic parts of the human body and say which part of the body is associated with each sense | 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 | 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  identify that humans and some other animals have skeletons and muscles for support, protection and movement. |

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| **PLANTS** | | |
| **Y1** | **Y2** | **Y3** |
| 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. | 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 describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  explore requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant  investigate the way in which water is transported within plants  explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |

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| **LIVING THINGS AND THEIR HABITATS** | | |
| **Y1** | **Y2** | **Y3** |
|  | explore and compare the differences between things that are living, dead, and things that have never been alive  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  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. |  |

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| **MATERIALS** | | |
| **Y1** | **Y2** | **Y3** |
| **EVERYDAY MATERIALS**  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  describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties. | **USES OF EVERYDAY MATERIALS**  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 |  |

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| **OTHER** | | |
| **Y1** | **Y2** | **Y3** |
| **Seasonal Changes**  observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies |  | **Rocks**  compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  describe in simple terms how fossils are formed when things that have lived are trapped within rock  recognise that soils are made from rocks and organic matter |