

## Science Progression

| SCI  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2 |
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| EYFS | <ul style="list-style-type: none"> <li>• Comment and ask questions about where they live and the natural world.</li> <li>• Talks about why things happen and how things work</li> <li>• Develop an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment.</li> </ul> |          | <ul style="list-style-type: none"> <li>• Look closely at similarities, differences, patterns and change.</li> <li>• Know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• Make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> |          | <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them, drawing on their experience and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |          |

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| Y1 | <p><b><u>The human body</u></b></p> <ul style="list-style-type: none"> <li>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><u>Seasonal changes (autumn)</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the season and how day length varies.</li> </ul> | <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Distinguish between an object and the material from which it is made.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b><u>Seasonal changes (winter)</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the season and how day length varies.</li> </ul> | <p><b><u>Planting A</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b><u>Animals</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>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> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> | <p><b><u>Caring for the Planet</u></b></p> <ul style="list-style-type: none"> <li>Explore the world around them and raise their own questions</li> <li>Using their observations and ideas to suggest answers to questions.</li> </ul> <p><b><u>Seasonal changes (spring)</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the season and how day length varies.</li> </ul> <p><b><u>Planting B</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> | <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants including trees.</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> </ul> <p><b><u>Planting C</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> | <p><b><u>Growing and cooking</u></b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Using their observations and ideas to suggest answers to questions.</li> </ul> <p><b><u>Seasonal changes (summer)</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the season and how day length varies.</li> </ul> |
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| Y2 | <p><b><u>Animals' needs for survival</u></b></p> <ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul> <p><b><u>Humans</u></b></p> <ul style="list-style-type: none"> <li>Describe the importance for human</li> </ul> | <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>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>Find out how the shapes of solid objects made from some</li> </ul> | <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> | <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats</li> </ul> | <p><b><u>Plants (bulbs and seeds)</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b><u>Growing up</u></b></p> | <p><b><u>Plants (bulbs and seeds)</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> </ul> <p><b><u>Growing up</u></b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> </ul> |
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|  | <p>of exercise, eating the right amounts of different types of food and hygiene.</p> | <p>materials can be changed by squashing, bending, twisting and stretching.</p> <p><b><u>Plastic</u></b></p> <ul style="list-style-type: none"> <li>• Explore the world around them and raise their own questions</li> <li>• Using their observations and ideas to suggest answers to questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> </ul> | <p>provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explore and compare the differences between things that are living, dead and things that have never been alive.</li> </ul> <p><b><u>Plants (light and dark)</u></b></p> <ul style="list-style-type: none"> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> | <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> </ul> | <p><b><u>Wildlife</u></b></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Using their observations and ideas to suggest answers to questions.</li> </ul> |
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| Y3 | <p><b><u>Skeletons &amp; Movement</u></b></p> <ul style="list-style-type: none"> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b><u>Nutrition and Diet</u></b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own</li> </ul> | <p><b><u>Food waste</u></b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p><b><u>Rocks</u></b></p> | <p><b><u>Fossils</u></b></p> <ul style="list-style-type: none"> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> </ul> <p><b><u>Soils</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to</li> </ul> | <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> | <p><b><u>Plants A</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of f lowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• 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> </ul> | <p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> </ul> <p><b><u>Magnets</u></b></p> <ul style="list-style-type: none"> <li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether</li> </ul> |
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|  | <p>food; they get nutrition from what they eat.</p> | <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> </ul> | <p>see things and that dark is the absence of light.</p> <ul style="list-style-type: none"> <li>Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</li> </ul> |  | <ul style="list-style-type: none"> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> | <p>they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b><u>Plants B</u></b></p> <ul style="list-style-type: none"> <li>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> </ul> <p><b><u>Biodiversity</u></b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> |
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| Y4 | <p><b><u>Group and classify living things</u></b></p> | <p><b><u>States of matter</u></b></p> <ul style="list-style-type: none"> <li>Observe that some materials change state</li> </ul> | <p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating</li> </ul> | <p><b><u>Electricity</u></b></p> | <p><b><u>Data Collection C</u></b></p> <ul style="list-style-type: none"> <li>Explore and use classification keys to</li> </ul> | <p><b><u>Digestive system</u></b></p> <ul style="list-style-type: none"> <li>Comparing the teeth of carnivores and</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> </ul> <p><b><u>Data collection A</u></b></p> <ul style="list-style-type: none"> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> </ul> <p><b><u>States of matter</u></b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> </ul> | <p>when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | <p>some of them with something vibrating.</p> <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b><u>Data collection B</u></b></p> <ul style="list-style-type: none"> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> </ul> | <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. 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>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b><u>Energy</u></b></p> <ul style="list-style-type: none"> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> </ul> | <p>help group, identify and name a variety of living things in their local and wider environment.</p> <p><b><u>Habitats</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change, and that this can sometimes pose dangers to living things.</li> </ul> <p><b><u>Deforestation</u></b></p> <ul style="list-style-type: none"> <li>Asking relevant questions answer them. and using different types</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> | <p>herbivores and suggesting reasons for differences</p> <ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul> <p><b><u>Food chains</u></b></p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> |
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| Y5 | <p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>Identify the effects of air resistance, water</li> </ul> | <p><b><u>Space</u></b></p> <ul style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as</li> </ul> | <p><b><u>Properties of materials</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday</li> </ul> | <p><b><u>Animals including humans</u></b></p> | <p><b><u>Reproduction A</u></b></p> <ul style="list-style-type: none"> <li>Describe the life process of</li> </ul> | <p><b><u>Reversible and irreversible changes</u></b></p> |
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|  | <p>resistance and friction, that act between moving surfaces.</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b><u>Space</u></b></p> <ul style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> </ul> | <p>approximately spherical bodies.</p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li> <li>Describe the movement of the Moon relative to the Earth.</li> </ul> <p><b><u>Global Warming</u></b></p> <ul style="list-style-type: none"> <li>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> | <p>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <ul style="list-style-type: none"> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> | <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><b><u>Life cycles</u></b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> </ul> | <p>reproduction in some plants and animals.</p> <p><b><u>Reversible and irreversible changes</u></b></p> <ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>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> | <ul style="list-style-type: none"> <li>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><u>Plastic pollution</u></b></p> <ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Reporting and presenting 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> </ul> <p><b><u>Reproduction B</u></b></p> <ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> |
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| Y6 | <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and</li> </ul> | <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Compare and give reasons for variations</li> </ul> | <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>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> </ul> | <p><b><u>The circulatory system</u></b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> </ul> | <p><b><u>Variations</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul> | <p><b><u>Fossils</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that</li> </ul> |
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|  | <p>based on similarities and differences, including microorganisms, plants and animals.</p> <ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> | <p>in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> <li>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>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> </ul> <p><b><u>Renewable energy</u></b></p> <ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Reporting and presenting findings from enquiries in oral and written forms such as displays and other presentations.</li> </ul> | <ul style="list-style-type: none"> <li>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>Recognise that light appears to travel in straight lines.</li> </ul> <p><b><u>Light pollution</u></b></p> <ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul> | <ul style="list-style-type: none"> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b><u>Diet, drugs and lifestyle</u></b></p> <ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul> | <p><b><u>Adaptation</u></b></p> <ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> | <p>inhabited the Earth millions of years ago.</p> |
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