



### Science Progression Map

EYFS		Area of Study	Year 1	Year 2
<p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		<p><b>Working scientifically</b></p>	<ul style="list-style-type: none"> <li>WS1 asking simple questions and recognising that they can be answered in different ways</li> <li>WS2 observing closely, using simple equipment and measurement</li> <li>WS3 performing simple tests</li> <li>WS4 identifying and classifying</li> <li>WS5 using their observations and ideas to suggest answers to questions</li> <li>WS6 gathering, recording and communicating data and findings to help in answering questions.</li> <li>WS7 use scientific language and read and spell age-appropriate scientific vocabulary</li> <li>WS8 begin to notice patterns and relationships</li> </ul>	<ul style="list-style-type: none"> <li>WS1 asking simple questions and recognising that they can be answered in different ways</li> <li>WS2 observing closely, using simple equipment and measurement</li> <li>WS3 performing simple tests</li> <li>WS4 identifying and classifying</li> <li>WS5 using their observations and ideas to suggest answers to questions</li> <li>WS6 gathering, recording and communicating data and findings to help in answering questions.</li> <li>WS7 use scientific language and read and spell age-appropriate scientific vocabulary</li> <li>WS8 begin to notice patterns and relationships</li> </ul>
<p><b>3-4 years</b></p>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Talk about the differences between materials and changes they notice</li> <li>Explore and talk about different forces they can feel.</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p><b>Plants</b></p>	<ul style="list-style-type: none"> <li>Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Can identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>Can observe and describe how seeds and bulbs grow into mature plants</li> <li>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Can name and identify a variety of plants in their habitats including microhabitats (YR 2 Living things and their habitat)</li> </ul>
<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<p><b>Animals including humans</b></p>	<ul style="list-style-type: none"> <li>Can 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</li> <li>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Can 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>	<ul style="list-style-type: none"> <li>Can notice that animals, including humans, have offspring which grow into adults</li> <li>Can find out about and describe the basic needs of animals, including humans, for</li> <li>survival (water, food and air)</li> <li>Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of simple food chains, and identify and</li> </ul>



				name different sources of food (YR 2 Living things and their habitat)
ELG	<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 and contrasting environments, drawing on their experiences 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>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)</li> <li>Observe changes across the four seasons. (Y1 - Seasonal change)</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>Identify that most things live in habitats and describe how different habitats provide for the basics and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro habitats</li> <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>Notice that animals, including humans, have off spring that grow into adults (Y2 animals including humans)</li> </ul>	
		<b>Everyday materials</b> <ul style="list-style-type: none"> <li>Can distinguish between an object and the material from which it is made</li> <li>Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Can describe the simple physical properties of a variety of everyday materials</li> <li>Can compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>Can 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 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	
		<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>Can observe changes across the four seasons</li> <li>Can observe and describe weather associated with the seasons and how day length varies</li> </ul>		