



# Science Progression of Skills and Knowledge

## Early Years and Key Stage 1

|                                 | Nursery   | Reception  | End of Key Stage Expectations<br>Year 1  | End of Key Stage Expectations<br>Year 2   |
|---------------------------------|---|--|--|---|
| <b>Working Scientifically</b>   | <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment. (22 – 36 Months)</li> <li>Comment and asks questions about aspects of their familiar world such as they place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment. (30 – 50 months)</li> <li>Looks closely at similarities, differences, patterns and change (40 – 60 Months)</li> </ul> | <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>They talk about the features of their own immediate environment.</li> <li>They talk about how environments might vary from one another.</li> <li>They make observations of animals and plants and explain why some things occur.</li> <li>They talk about changes.(ELG)</li> </ul> | <ul style="list-style-type: none"> <li>*Ask simple questions &amp; recognise that they can be answered in different ways.</li> <li>*Observe closely using simple equipment</li> <li>*Perform simple tests</li> <li>*Identify and classify</li> <li>*Use their observations and ideas to suggest answers to questions.</li> <li>*Gather and record data to help answer and questions</li> </ul>   | <ul style="list-style-type: none"> <li>*Ask simple questions &amp; recognise that they can be answered in different ways.</li> <li>*Observe closely using simple equipment</li> <li>*Perform simple tests</li> <li>*Identify and classify</li> <li>*Use their observations and ideas to suggest answers to questions.</li> <li>*Gather and record data to help answer and questions.</li> </ul> |
| <b>Plants</b>                   |   |  | <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>  | <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>   |
| <b>Animals including Humans</b> |   |  | <ul style="list-style-type: none"> <li>*Identify and name a variety of Common animals including fish, amphibians, reptiles, bird and mammals.</li> <li>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>*Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</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> </ul> | <ul style="list-style-type: none"> <li>*Notice that animals, including humans, have off spring which grows into adults.</li> <li>*Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>*Describe the importance for human of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>            |
| <b>Living things</b>            |   |  |  | <ul style="list-style-type: none"> <li>*Explore and compare the differences between things that are living, dead, and</li> </ul>  |



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|                                 |  |  |   |  |
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| and their habitats              |  |  |   | <p>things that have never been alive.</p> <p>*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.</p> <p>*Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>*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.</p> |
| Materials                       |  |  | <p>*Distinguish between an object and the material from which it is made.</p> <p>*Identify and name a variety of everyday materials including, wood, plastic, glass, metal, water and rock.</p> <p>*Describe the simple physical properties of a variety of everyday materials.</p> <p>*Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> | <p>*Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>*Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>   |
| Seasonal Changes, Earth & Space |  |  | <p>*Observe changes across the four seasons</p> <p>*Observe and describe weather associated with the seasons and how day length varies.</p>   |  |