**Science Skills Progression**

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| **EYFS –**  Our pupils begin their formal Scientific education in the early years foundation stage (EYFS). This involves learning foundational knowledge primarily through the ‘understanding the world: the natural world’ area of learning. We provide a number of rich contexts for pupils to learn a wide range of vocabulary. As younger pupils may not yet read, we will learn vocabulary when teachers discuss it and present it to them. This will be through listening to storybooks and non-fiction texts, as well as rhymes and poems. These words form the beginnings of scientific concepts that will be built on in Year 1 and beyond.  The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests to the children. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. *'Understanding the World'* is the specific area that includes the science content in the Statutory Framework which is described as follows.  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.  Statutory Framework for the Early Years Foundation Stage, p10, DfE  The ‘*Research review of the factors that influence the quality of science education*’ states;  “A high-quality science curriculum not only identifies the important concepts and procedures for pupils to learn, it also plans for how pupils will build knowledge of these over time. This starts in the early years.”  Throughout the Reception year children will learn about;  **Living things and their habitat**   * Describing what they see, hear & feel whilst outside * Observational drawings of the natural world * Discussing how to care for the living things & their habitats * Observing how flora & fauna behave differently as the seasons change * Examining change over time * Using correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds * Expressing opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution   **Plants**   * Noticing that all plants need water, light and warmth to grow and survive * A seed produces roots to allow water to get into the plant and shoots to produce leaves to collects the sunlight * Extending vocabulary: blossom, buds, bulb, evergreen, deciduous * Describing what they see, hear & feel whilst outside * Naming & describing some plants * Drawing pictures of plants * Understanding the effect of changing seasons on the natural world around them   **Animals including humans**   * Showing some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health * Describing what they see, hear & feel * Identifying different parts of their body & animals * Being able to show care and concern for living things * Knowing the effects exercise has on their bodies * Having some understanding of growth and change * Talking about things they have observed including animals * Making observational drawings of animals   **Materials**   * Observing & interacting with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water * Using vocabulary to name specific features of the natural world, both natural & man-made * Noticing & discussing patterns around them e.g. the effect of seasons on flora & fauna |

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| Year 1 –  Over the course of the two-year rolling programme, children in Year 1 will develop the following knowledge and skills throughout their time in Cross Fell:  **Plants Spring B 2022/23 Spring A 2023/24**  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.  **Animals, including humans Autumn A 2023/24 Summer A 2023/24**  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 including pets).  identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  **Everyday materials Spring B 2022/23 Spring A 2023/24**  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.  **Seasonal changes Autumn B 2022/23 Autumn A 2023/24**  observe changes across the 4 seasons.  observe and describe weather associated with the seasons and how day length varies. |
| Year 2 –  Over the course of the two-year rolling programme children in Year 2 will develop the following knowledge and skills during their time in Cross Fell:  **Living things and their habitats Summer B 2022/23 Summer A 2023/24**  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.  **Plants Spring B 2022/23Spring A 2023/24**  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.  **Animals including humans Autumn B 2022/23 Autumn A 2023/24**  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.  **Uses of everyday materials Summer B 2022/23 Spring A 2023/24**  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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| Year 3 –  Over the course of the two-year rolling programme children in Year 3 will develop the following knowledge and skills during their time in Middle Fell:  **Plants** Spring B 2022/23  identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  ♣ 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  ♣ 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.  **Animals including humans** Autumn A 2023/24  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.  **Rocks** Autumn B 2022/23  ♣ 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  **Light** Summer A 2023/24  recognise that they need light in order to see things and that dark is the absence of light  ♣ notice that light is reflected from surfaces  ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes  ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object  ♣ find patterns in the way that the size of shadows change.  **Forces and magnets** Autumn A 2023/24  compare how things move on different surfaces  ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance  ♣ observe how magnets attract or repel each other and attract some materials and not others  ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  ♣ describe magnets as having two poles  ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing. |
| Year 4 –  Over the course of the two-year rolling programme year children in Year 4 will develop the following knowledge and skills during their time in Middle Fell:  **Living things and their habitats** Spring B 2022/23  recognise that living things can be grouped in a variety of ways  ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  ♣ recognise that environments can change and that this can sometimes pose dangers to living things.  **Animals including humans** Summer B 2022/23  describe the simple functions of the basic parts of the digestive system in humans  ♣ identify the different types of teeth in humans and their simple functions  ♣ construct and interpret a variety of food chains, identifying producers, predators and prey.  **States of matter** Spring A 2023/24  compare and group materials together, according to whether they are solids, liquids or gases  ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  **Sound** Autumn B 2022/23  ♣ identify how sounds are made, associating some of them with something vibrating  ♣ recognise that vibrations from sounds travel through a medium to the ear  ♣ find patterns between the pitch of a sound and features of the object that produced it  ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it  ♣ recognise that sounds get fainter as the distance from the sound source increases.  **Electricity** Summer A 2023/24  identify common appliances that run on electricity  ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  ♣ 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  ♣ recognise some common conductors and insulators, and associate metals with being good conductors. |
| Year 5 –  Over the course of the two year rolling programme children in Year 5 will develop the following knowledge and skills:  **Living things and their habitats** Autumn A 2023/24  ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  ♣ describe the life process of reproduction in some plants and animals.  Animals including Humans Autumn B 2022/23  ♣ describe the changes as humans develop to old age.  **Properties and changes of materials** Summer B 2022/23  compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  ♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  ♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  ♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  ♣ demonstrate that dissolving, mixing and changes of state are reversible changes  ♣ 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.  **Earth and space** Spring A 2023/24  describe the movement of the Earth, and other planets, relative to the Sun in the solar system  ♣ describe the movement of the Moon relative to the Earth  ♣ describe the Sun, Earth and Moon as approximately spherical bodies  ♣ use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  **Forces Spring A 2023/24**  explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  ♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces  ♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |
| Year 6 –  Over the course of the two year rolling programme children in Year 6 will develop the following knowledge and skills:  **Living things and their habitats Autumn A 2023/24**  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals  ♣ give reasons for classifying plants and animals based on specific characteristics.  **Animals including humans Autumn B 2022/23**  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  ♣ describe the ways in which nutrients and water are transported within animals, including humans.  **Evolution and inheritance Summer A 2023/24**  recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  ♣ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  ♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  **Light** Spring B 2022/23  recognise that light appears to travel in straight lines  ♣ 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  ♣ 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  ♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  **Electricity Spring B 2022/23**  associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  ♣ 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  ♣ use recognised symbols when representing a simple circuit in a diagram. |
| Working scientifically- ongoing throughout the year.  During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  ♣ asking simple questions and recognising that they can be answered in different ways  ♣ observing closely, using simple equipment  ♣ performing simple tests  ♣ identifying and classifying  ♣ using their observations and ideas to suggest answers to questions  ♣ gathering and recording data to help in answering questions.  During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  ♣ asking relevant questions and using different types of scientific enquiries to answer them  ♣ setting up simple practical enquiries, comparative and fair tests  ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  ♣ identifying differences, similarities or changes related to simple scientific ideas and processes  ♣ using straightforward scientific evidence to answer questions or to support their findings.  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  ♣ using test results to make predictions to set up further comparative and fair tests  ♣ 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  ♣ identifying scientific evidence that has been used to support or refute ideas or arguments. |