**Moredon Primary and Nursery School**

**Progression Skills Document – Science**

**Early Years Foundation Stage and The National Curriculum**

**By the end of each Key Stage children are expected to:**

| EYFS | KS1 | KS2 |
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| **Understanding the World – The World**<br><br>**30-50 months**<br>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.<br>Can talk about some of the things they have observed such as plants, animals, natural and found objects.<br>Talks about why things happen and how things work.<br>Developing an understanding of growth, decay and changes over time.<br>Shows care and concern for living things and the environment.<br><br>**40 to 60+ months**<br>Looks closely at similarities, differences, patterns and change.<br><br>**ELG** - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | Working scientifically<br><br>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:<br>asking simple questions and recognising that they can be answered in different ways<br>observing closely, using simple equipment<br>performing simple tests<br>identifying and classifying<br>using their observations and ideas to suggest answers to questions<br>gathering and recording data to help in answering questions | **Working scientifically**<br><br>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<br>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>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.<br><br>**Working scientifically**<br><br>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 a 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 |

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| Area of skill as identified in the curriculum | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Animals including Humans** | • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br>• identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)<br>• identify, name, draw and label the 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<br>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br>• 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<br>• identify that humans and some other animals have skeletons and muscles for support, protection and movement. | • describe the simple functions of the basic parts of the digestive system in humans<br>• Identify the different types of teeth in humans and their simple functions.<br>• construct and interpret a variety of food chains, identifying producers, predators and prey | • describe the changes as humans develop to old age | • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>• describe the ways in which nutrients and water are transported within animals, including humans |
| **Key Vocabulary** | Fish, mammals, amphibians, reptiles, birds. pet, omnivores, carnivores. Herbivores, head, neck, leg, mouth, arms, face, ears senses | Offspring, grow, adult, toddler, teenager, survival, exercise, water, nutrition, hygiene, egg, chick, chicken, reproduce | Nutrition, nutrients, carbohydrates, protein, fats, fibre, water, vitamins, minerals, skeleton, bones, joints, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrate, invertebrate, contract, relax, muscles, ball joint, socket joint, hinge joint, gliding joint | human digestive system digestion mouth tongue saliva oesophagus stomach acid enzymes small intestine –large intestine – teeth incisors molars –brush food chain sun producers prey predators carnivore herbivore omnivore | puberty life cycle gestation growth reproduce foetus baby fertilisation toddler child teenager adult old age life expectancy adolescence adulthood childhood | internal organs heart lungs liver kidney brain skeletal skeleton muscle muscular digest digestion digestive circulatory system heart blood vessels blood impact diet exercise drugs lifestyle nutrients water damage drugs alcohol substances |
| Living things and their habitats | | • explore and compare the differences between things that are living, dead, and things that have never been alive.<br>• 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<br>• identify and name a variety of plants and animals in their habitats, including micro-habitats<br>• 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. | | • 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<br>• recognise that environments can change and that this can sometimes pose dangers to living things. | • 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<br>• know the parts of a plant involved in reproduction | • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals<br>• give reasons for classifying plants and animals based on specific characteristics |
| **Key Vocabulary** | | Living, dead, never alive, habitats, micro-habitats, food, food chain, sun, grass, human, alive, healthy, seashore, | | environment flowering non-flowering plants animals vertebrate environment dangers! vertebrate fish amphibians reptiles birds mammals invertebrate snails | life cycles mammal amphibian insect bird life process of reproduction animals vegetable garden flower reproduction | classify compare classification domain kingdom phylum class order family genus species characteristics vertebrates |

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| | | woodland, ocean, rainforest, conditions | | slugs worms spiders insects human impact | lifecycles rainforest oceans desert prehistoric similarities differences | invertebrates microorganisms organism flowering non-flowering |
| Plants | • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>• 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<br>• 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<br>• 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<br>• investigate the way in which water is transported within plants.<br>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | |
| **Key Vocabulary** | Tree, branches, plant, deciduous, evergreen. root, leaves, bud, stem, flowers, seed, bulb, vegetables | wild plants, garden plants, deciduous, evergreen germination, reproduction, water, light, suitable temperature | Common, wild plants, garden plants, deciduous, evergreen, trunk, branches, leaf, root, leaves, bud, flowers, blossom, petals, root, stem,<br>Fruit, vegetables, bulb, seed, | | | |
| Evolution and inheritance | | | | | | • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Link to Rocks, within chemistry focus)<br>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
| **Key Vocabulary** | | | | | | evolution adaption inherited traits adaptive traits natural selection inheritance Charles Darwin Alfred Wallace<br>DNA genes variation parent offspring fossil environment habitat fossilisation plants animals living things |
| Everyday Materials/ changes in materials/ states of matter | • distinguish between an object and the materials from which it is made.<br>• identity and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.<br>• describe the simple physical properties of a variety of everyday materials.<br>• compare and group together variety of everyday materials on the basis of their simple physical properties. | • identify and compare suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.<br>• find out how the shapes of solid objects are made from some materials can be changed by squashing, bending, twisting and stretching. | ROCKS:<br>• compare and group together different kinds on the basis of their appearance and simple physical properties.<br>• describe in simple terms how fossils are formed when things have lived are trapped within a rock. (link to evolution, Y6)<br>• recognise that soils are made from rocks and organic matter. | • compare and group materials together, according to whether they are solids, liquids or gases.<br>• observe that some materials change state when they are heated or cooled and measure of research the temperature at which this happens in degrees Celsius.<br>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with the temperature. | • compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity and response to magnets.<br>• know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.<br>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including | |

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| | | | | | through filtering, sieving and evaporating.<br>• give reasons, based on evidence from comparative and fair tests, for uses of materials including metals, wood and plastic.<br>• demonstrate that dissolving, mixing and changes of state are reversible changes.<br>• explain that some changes result in new materials and that this kind of change is not usually reversible. | |
| **Key Vocabulary** | Wood, plastic, metal, fabric, rock, brick, paper stretchy, waterproof, absorbent, bendy, rough, smooth, hard. soft | Wood, metal, plastic, Glass, Brick. Rock, paper, cardboard, squashing, bending, twisting, stretching, | Appearance, physical properties hard/soft shiny/dull rough/smooth absorbent/not absorbent fossils sedimentary rock soils organic matter buildings gravestones grains crystals | Solid liquid gas evaporate condense Water vapour freeze heat melt thermometer temperature Celsius water cycle change state | properties hardness solubility transparency electrical conductor thermal conductor response to magnets dissolve solution separate separating solids liquids gases evaporating reversible changes dissolving mixing<br>evaporation filtering sieving melting irreversible new material burning rusting magnetism electricity chemists conductivity insulation chemical | |
| Light | | | • recognise that they need light in order to see things and that dark is the absence of light<br>• notice that light is reflected from surfaces<br>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>• recognise that shadows are formed when the light from a light source is blocked by a solid object<br>• find patterns in the way that the size of shadows change. | | | • recognise that light appears to travel in straight lines<br>• 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<br>• 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<br>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| **Key Vocabulary** | | | light see dark reflect surface natural star Sun Moon shadow blocked solid<br>artificial torch candle lamp sunlight dangerous protect eyes | | | light travels straight<br>reflect reflection<br>light source<br>object shadows<br>mirrors periscope<br>rainbow filters |
| Sound | | | | • identify how sounds are made, associating some of them with something vibrating<br>• recognise that vibrations from sounds travel through a medium to the ear<br>• find patterns between the pitch of a sound and features of the object that produced it<br>• find patterns between the volume of a sound and the strength of the vibrations that produced it<br>• recognise that sounds get fainter as the distance from the sound source increases. | | |

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| **Key Vocabulary** | | | | Vibration sound hear volume pitch string woodwind percussion insulate | | |
| Forces and Magnets | | | • compare how things move on different surfaces<br>• notice that some forces need contact between two objects but magnetic forces can act at a distance<br>• observe how magnets attract or repel each other and attract some materials and not others.<br>• 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<br>. describe magnets as having two poles<br>. predict whether two magnets will attract or repel each other, depending on which poles are facing. | | • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | |
| **Key Vocabulary** | | | force push pull open surface magnet<br>magnetic attract repel magnetic poles North South | | gravity air resistance water resistance friction surface force effect move accelerate decelerate stop change direction brake mechanism pulley gear spring theory of gravitation Galileo Galilei Isaac Newton | |
| Electricity | | | | • identify common appliances that run on electricity<br>• construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>• 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<br>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>• recognise some common conductors and insulators, and associate metals with being good conductors | | • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>• 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.<br>• use recognised symbols when representing a simple circuit in a diagram. |
| **Key Vocabulary** | | | | appliances electricity electrical circuit cell wire bulb buzzer insulators conductors switch | | voltage brightness volume switches danger series circuit working safely with electricity electrical safety sign<br>circuit diagram switch bulb buzzer motor recognised symbols |
| Seasonal changes / Earth and Space | • observe changes across the four seasons<br>• observe and describe weather associated with the seasons and how day length varies | | | | • describe the movement of the Earth and other planets relative to the sun in the solar system.<br>• describe the movement of the moon relative to the Earth. | |

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| | | | | | • describe the sun, Earth and moon as approximately spherical bodies.<br>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | |
| **Key Vocabulary** | Season, Autumn, Winter, Spring, Summer, weather, daytime, wind, rain, snow, warm, cold | | | | Earth Sun Moon moons planets stars solar system Mercury Venus Mars Jupiter Saturn Uranus Neptune Pluto rotate day night orbit axis spherical hemisphere season tilt | |