



Science Progression & Coverage Document

Curriculum Objectives	
EYFS	KS1
<p>Development matters:</p> <p>Birth to three:</p> <ul style="list-style-type: none">• Repeat actions that have an effect.• Explore materials with different properties.• Explore natural materials, indoors and outside.• Explore and respond to different natural phenomena in their setting and on trips.• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas. <p>3 and 4 year olds:</p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties.• Talk about what they see, using a wide vocabulary.• Explore how things work.• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant and an animal.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore and talk about different forces they can feel.• Talk about the differences between materials and changes they notice.• Explore different materials freely, to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.	<p>Pupils should be taught about:</p> <p>Year 1</p> <ul style="list-style-type: none">• 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.• 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.• 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.• Observe changes across the four seasons.• Observe and describe weather associated with the seasons and how day length varies. <p>Year 2</p> <ul style="list-style-type: none">• 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



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<p>Reception:</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>different kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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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Objectives				
	YN As a scientist...	YR As a scientist...	KS1 Cycle A As a scientist...	KS1 Cycle B As a scientist...
All living things and their habitats	<ul style="list-style-type: none"> • Repeat actions that have an effect. (Autumn 1, Who lives in my house?) • Explore and respond to different natural 	<ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live. (Autumn 1, What do I know about me?) 	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. 	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive.



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	<p>phenomena in their setting and on trips. (Autumn 2, Where does the day go at night?)</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. (Spring 1, Which colours make you feel happy or sad?) • Understand the key features of the life cycle of a plant and an animal. (Summer 1, Who goes to the ugly bug ball?) • Begin to understand the need to respect and care for the natural environment and all living things. (Autumn 2, Where does the day go at night?) 	<p>ELG</p> <ul style="list-style-type: none"> • 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. (Spring 2, Twinkle, twinkle little star?) 	<ul style="list-style-type: none"> • 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. <p>(Autumn 1, Why would a dinosaur not make a good pet?)</p>	<ul style="list-style-type: none"> • 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. <p>(Autumn 1, Why are humans not like tigers?)</p>
<p>Animals, including Humans</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. (Autumn 1, Who lives in my house?) • Explore and talk about different forces they can feel. (Summer 2, What can I do with water?) 	<p>ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. (Autumn 1, What do I know about me?) (Autumn 2, Why are 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Describe and compare the structure of a variety of common animals (fish,



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		<p>there so many leaves on the ground? Through Forest school)</p>	<p>carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> 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. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 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. (Autumn 1, Why would a dinosaur not make a good pet?) 	<p>amphibians, reptiles, birds and mammals, including pets).</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 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. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air <p>(Autumn 1, Why are humans not like tigers?)</p>
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			<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Spring 2, Where would you prefer to live, England or Kenya?) Notice that animals, including humans, have offspring which grow into adults. (Summer 2, How old are the trees around us?) 	
<p>Plants</p>	<ul style="list-style-type: none"> Plant seeds and care for growing plants. (Summer 1, Who goes to the ugly bug ball?) Understand the key features of the life cycle of a plant and an animal. (Summer 1, Who goes to the ugly bug ball?) 	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. (Autumn, Spring and Summer, Forest Schools) <p>ELG</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. (Autumn 1, What do I know about me?) (Autumn 2, Why are there so many leaves 	<ul style="list-style-type: none"> 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. Observe and describe how seeds and bulbs grow into mature plants. (Summer 2, How old are the trees around us?) 	<ul style="list-style-type: none"> 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. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water,



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		<p>on the ground?) Through Forest School.</p>	<ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>(Spring 2, Where would you prefer to live, England or Kenya?)</p>	<p>light and a suitable temperature to grow and stay healthy</p> <p>(Summer 1, Which birds and plants would Peter Rabbit find in our park?)</p>
<p>Seasonal change</p>		<ul style="list-style-type: none"> Explore the natural world around them. y see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. (Autumn 2, Why are there so many leaves on the ground?) <p>ELG</p> <ul style="list-style-type: none"> 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. (Autumn 2, Why are there so many leaves on the ground?) 	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. <p>(Spring 2, Where would you prefer to live, England or Kenya?)</p>	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>(Spring 1, Why can't a penguin live near the equator?) (Summer 1, Which birds and plants would Peter Rabbit find in our park?)</p>



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		<p>(Summer 2, Should Goldilocks say sorry?)</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>(Autumn 2, Why are there so many leaves on the ground?)</p> 		
<p>Everyday materials</p>	<ul style="list-style-type: none"> Explore materials with different properties. Explore natural materials, indoors and outside. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. (Autumn 1, Who lives in my house?) 	<ul style="list-style-type: none"> Explore the natural world around them. (Autumn, Spring and Summer, Forest Schools) Describe what they see, hear and feel whilst outside. (Autumn, Spring and Summer, Forest Schools) <p>ELG</p> <ul style="list-style-type: none"> 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. (Spring 2, Twinkle, 	<ul style="list-style-type: none"> 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. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper 	<ul style="list-style-type: none"> 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. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper



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	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Explore how things work. (Spring 2, What would you find at the farm?) • Talk about the differences between materials and changes they notice. (Summer 2, What can I do with water?) (Spring 2, What would you find at the farm?) (Autumn 2, Where does the day go at night?) • Explore different materials freely, to develop their ideas about how to use them and what to make. (Summer 2, What can I do with water?) • Develop their own ideas and then decide which materials to use to express them. (Spring 2, What would you find at the farm?) 	<p>twinkle little star?) (Summer 2, Should Goldilocks say sorry?)</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Summer 1, Who are the famous characters inside my books?) 	<p>and cardboard for particular uses.</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Spring 1, What is our school made of?) 	<p>and cardboard for particular uses.</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Summer 2, What do aliens think of life on planet Earth?)
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	<ul style="list-style-type: none">Join different materials and explore different textures. (Autumn 2, Where does the day go at night?)			
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