



## Sitwell Infant School

### Progression in Science

|                                     | Working Scientifically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary                                                                                                                          |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Foundation Stage children should... | <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Use observations to suggest answers to questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Why? Who?<br>What? Where?<br>How? When?                                                                                             |
| Year 1 children should...           | <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Use simple equipment to observe closely.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>                                                                                                                                                                                                                  | Question, find, results , know, because, pattern, sort, measure, identify, predict, test, sense, change , classify, observe, record |
| Year 2 children should...           | <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.</li> <li>• Use simple equipment to observe closely including changes over time.</li> <li>• Perform simple comparative tests.</li> <li>• Identify, group and classify.</li> <li>• Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</li> <li>• Gather and record data to help in answering questions including from secondary sources of information.</li> </ul> | Question, find, results , know, because, pattern, sort, measure, identify, predict, test, sense, change , classify, observe, record |



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|                                     | Plants                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                                                                                                                                      |
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| Foundation Stage children should... | <ul style="list-style-type: none"><li>Name some common wild and garden plants such as: daisies, tree, nettle, rose.</li></ul>                                                                                                                                                            | Leaf, flower, daisy, tree, nettle, rose, petal                                                                                                                                                                  |
| Year 1 children should...           | <ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen.</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul>                             | Daisy, tulip, snowdrops, trunk, branches, thorn, lavender, poppy, oak, silver birch, maple, sycamore, deciduous, evergreen, leaves, orange, yellow, crunchy, shiny, dull, stem, leaf, root, petal, seed, flower |
| Year 2 children should...           | <ul style="list-style-type: none"><li>Observe and describe how seeds and bulbs grow into mature plants.</li><li>Describe the basic needs of a plants survival.</li><li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul> | Seeds, bulbs, grow, change, plant, water, light, germinate, soil, measure, temperature, healthy food, warmth, cold                                                                                              |



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|                                           | Animals including humans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Vocabulary                                                                                                                                                      |
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| Foundation<br>Stage children<br>should... | <ul style="list-style-type: none"><li>Name the main body parts of a human body.</li><li>Name some animals.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Eyes, ears, hands, feet, mouth, head, dog, cow, bird, fish, shark                                                                                               |
| Year 1 children<br>should...              | <ul style="list-style-type: none"><li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>Sort animals according to which group of animals they are from.</li><li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>Group animals according to what they eat.</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> | Sense, smell, carnivore, mouth, hands, sight, hear, herbivore, human, ears, touch, taste, omnivore, eyes, nose, mammal, amphibian, insect, bird, fish, reptiles |
| Year 2 children<br>should...              | <ul style="list-style-type: none"><li>Notice that animals, including humans, have offspring which grow into adults and I can name some offspring.</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 humans of exercise, eating the right amounts of different types of food and hygiene.</li></ul>                                                                                                                                                                                                                                                              | Animal, adult, hygiene, water, wash, human, exercise, balanced, vegetables, fruit, calcium, nutrients, grow, air, need, young, food, baby, clean, healthy       |



## Sitwell Infant School Progression in Science

|                                           | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                         | Vocabulary                                                                                                                                       |
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| Foundation<br>Stage children<br>should... | <ul style="list-style-type: none"><li>Describe what an object feels/looks like.</li></ul>                                                                                                                                                                                                                                                                                                                                                         | Smooth, soft,<br>hard, shiny,<br>rough                                                                                                           |
| Year 1 children<br>should...              | <ul style="list-style-type: none"><li>Distinguish between an object and the material from which it is made.</li><li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li><li>Describe the simple physical properties of a variety of everyday materials.</li><li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul> | Material, glass,<br>waterproof,<br>touch, hard,<br>wood, metal,<br>transparent,<br>rough, soft,<br>plastic, rocks,<br>water, smooth,<br>stretchy |
| Year 2 children<br>should...              | <ul style="list-style-type: none"><li>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>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul>                                                                                    | Material, bend,<br>use, unsuitable,<br>glass, change,<br>object, twist,<br>plastic, rock,<br>shape, squash,<br>stretch, metal,<br>paper          |



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|                                     | Seasonal Changes                                                                                                                                                                                       | Vocabulary                                                                                                                             |
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| Foundation Stage children should... | <ul style="list-style-type: none"><li>Describe what the weather is like outside.</li><li>Associate what clothes to wear according to the weather.</li></ul>                                            | Sun, rain, cloudy, hot, cold, hat, coat, scarf, gloves, sunglasses, jumper, wellies, shorts                                            |
| Year 1 children should...           | <ul style="list-style-type: none"><li>Observe changes across the four seasons.</li><li>Observe and describe weather associated with the seasons and how day length varies.</li></ul>                   | Spring, summer, autumn, wind, cold, winter, season, day, night, dark, light, length, rain, frosty, change, weather, outside, snow, icy |
| Year 2 children should...           | <p><i>Although N/A within the National Curriculum for Year 2, Children to build on prior knowledge from Year 1:</i></p> <ul style="list-style-type: none"><li>Explain why day length varies.</li></ul> | Sunrise, sunset, sun, earth, orbit                                                                                                     |



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|                                     | Living things and their habitats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Vocabulary                                                                                                                        |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Foundation Stage children should... | <ul style="list-style-type: none"><li>Name some different habitats.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sea, field, woods, beach, grass                                                                                                   |
| Year 1 children should...           | <p><i>Although N/A within the National Curriculum for Year 1, children to build on this knowledge to prepare them for Year 2:</i></p> <ul style="list-style-type: none"><li>Know what the word habitat means.</li><li>Name, discuss and match a habitat to an associated animal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Habitat, home, animal, wet, dark, light, dry                                                                                      |
| Year 2 children should...           | <ul style="list-style-type: none"><li>Identify whether things are alive, dead or have never lived.</li><li>Explore and compare the differences between things that are living, dead and things that have never been alive.</li><li>Know 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.</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></ul> | Living, habitat, plant, micro-habitat, breathe, dead, food chain, deciduous, evergreen, eat, alive, animal, shelter, source, home |