

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL



SCIENCE

| SKILLS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <u>Working Scientifically</u> | Opportunities for working scientifically should be provided across Years 1 and 2 so that the expectations in the programme of study can be met by the end of Year 2. | | Opportunities for working scientifically should be provided across Years 3 and 4 so that the expectations in the programme of study can be met by the end of Year 4. | | Opportunities for working scientifically should be provided across years 5 and 6 so that the expectations in the programme of study can be met by the end of year 6. | |
| <u>Working Scientifically: asking questions</u> | <p>Pupils should be taught to:</p> <p>ask simple questions and recognise that they can be answered in different ways</p> | | <p>Pupils should be taught to:</p> <p>raise their own questions about the world around them</p> <p>start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions</p> | | <p>Pupils should be taught to:</p> <p>plan different types of enquiry to answer questions</p> <p>recognize and control variables where necessary</p> | |
| <u>Working Scientifically: carrying out scientific enquiries</u> | <p>Pupils should be taught to:</p> <p>observe closely, using simple equipment</p> <p>carry out simple tests</p> <p>Identify and classify</p> <p>use simple secondary sources to find answers</p> | | <p>Pupils should be taught to:</p> <p>make decisions about what observations to make, how long to make them for</p> <p>make systematic and careful observations</p> <p>recognise when a simple fair test is necessary</p> | | <p>Pupils should be taught to:</p> <p>recognise when secondary sources will be most useful to research their ideas and begin to separate opinion from fact</p> | |

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| | | | <p>talk about the criteria for grouping, sorting and classifying and use simple keys</p> <p>recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations</p> | | | |
| <p><u>Working Scientifically:</u> <u>measuring and recording evidence</u></p> | <p>Pupils should be taught to:</p> <p>gather and record data to suggest answers to their questions</p> <p>with help, record in a range of ways and begin to use simple scientific language</p> | | <p>Pupils should be taught to:</p> <p>make decisions about the type of simple equipment that might be used</p> <p>use new equipment, such as a data loggers and thermometers, appropriately</p> <p>collect data from their own observations and measurements</p> <p>use standard units of measure</p> <p>record in notes, drawings, labelled diagrams, bar charts and simple tables</p> | | <p>Pupils should be taught to:</p> <p>choose the most appropriate equipment</p> <p>take measurements, using a range of scientific equipment with increasing accuracy and precision</p> <p>make their own decisions about what observations to make, what measurements to use, and how long make them for</p> <p>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</p> | |

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| <p><u>Working Scientifically:</u> <u>concluding and presenting findings</u></p> | <p>Pupils should be taught to:</p> <p>use their observations and ideas to suggest answers to questions</p> <p>notice patterns and relationships in their observations</p> <p>talk about what they have found out and how they found out</p> | | <p>Pupils should be taught to:</p> <p>use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences</p> <p>begin to look for patterns and decide what data to collect to identify them</p> <p>look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions</p> | | <p>Pupils should be taught to:</p> <p>report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms)</p> <p>use simple models to describe scientific ideas</p> <p>identify scientific evidence that has been used to support or refute ideas or arguments</p> | |
| <p><u>Working Scientifically:</u> <u>evaluating</u></p> | <p>Pupils should be taught to:</p> | | <p>Pupils should be taught to:</p> <p>identify new questions arising from the data, making predictions for new values within or beyond the data they have collected</p> <p>find ways of improving what they have already done</p> | | <p>Pupils should be taught to:</p> <p>use test results to make predictions to set up further comparative and fair test</p> <p>use their results to identify when further tests and observations might be needed.</p> | |

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| <p><u>Animals Including Humans</u></p> | <p>Pupils should be taught to:</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets)</p> <p>Identify, name, draw and label the basic parts of the human</p> | <p>Pupils should be taught to:</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>Pupils should be taught to:</p> <p>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</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement</p> | <p>Pupils should be taught to:</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> | <p>Pupils should be taught to:</p> <p>Describe the changes as humans develop from birth to old age</p> | <p>Pupils should be taught to:</p> <p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> |

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| | body and say which parts of the body are associated with each sense | | | | | |
| <u>Earth and Space</u> | | | | | <p>Pupils should be taught to:</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> | |

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| | | | | | Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky | |
| <u>Electricity</u> | | | <p>Pupils should be taught to:</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of</p> | | | <p>Pupils should be taught to:</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components</p> |

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| | | | <p>a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> | | | <p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> |
| <u>Evolution and Inheritance</u> | | | | | | <p>Pupils should be taught to:</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited</p> |

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| | | | | | | <p>the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> |

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| <u>Forces/Magnets</u> | | | <p>Pupils should be taught to:</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> | | <p>Pupils should be taught to:</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> | |

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| | | | <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> | | | |
| <u>Light</u> | | | <p>Pupils should be taught to:</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> | | | <p>Pupils should be taught to:</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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</p> <p>Explain that we see things because light travels from light</p> |

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| | | | <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the sizes of shadows change.</p> | | | <p>sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> |
| <u>Living Things In Their Habitats</u> | | <p>Pupils should be taught to:</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and</p> | | <p>Pupils should be taught to:</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in</p> | <p>Pupils should be taught to:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> | <p>Pupils should be taught to:</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including</p> |

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| | | <p>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> | | <p>their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> | | <p>microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> |

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| <p><u>Materials (including Rocks Y3, States of Matter Y4 and Properties and Changes of Materials Y5)</u></p> | <p>Pupils should be taught to:</p> <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, 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 physical properties</p> | <p>Pupils should be taught to:</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> | <p>Pupils should be taught to:</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p> | <p>Pupils should be taught to:</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the</p> | <p>Pupils should be taught to:</p> <p>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</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how</p> | |

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| | | | | water cycle and associate the rate of evaporation with temperature | <p>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</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,</p> | |

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| | | | | | including changes associated with burning and the action of acid on bicarbonate of soda. | |
| <u>Plants</u> | <p>Pupils should be taught to:</p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p> | <p>Pupils should be taught to:</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p>Pupils should be taught to:</p> <p>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers</p> <p>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</p> <p>Investigate the ways in which water is</p> | | | |

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| | | | <p>transported within plants</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | | | |
| <u>Seasonal Changes</u> | <p>Pupils should be taught to:</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> | | | | | |
| <u>Sound</u> | | | | <p>Pupils should be taught to:</p> <p>Identify how sounds are made,</p> | | |

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| | | | | <p>associating some of them with something vibrating</p> <p>Recognise that vibrations from a sound travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> | | |

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| AUTUMN 1 | | | | | | |
| KNOWLEDGE | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Autumn 1 Unit | Materials Seasonal Change | Living Things and Their habitats | Light and Shadows | Living Things and Their habitats | Forces | Animals Including Humans The Heart |
| Knowledge taught within unit | <p>Materials: Recognise the importance of working in a safe science environment. Distinguish between an object and the material from which it is made. Explain what everyday material objects are made from. Recognise ways we can reuse and recycle materials. Group objects based on their properties.</p> <p>Seasonal Change: What is the weather like in autumn? What do we do to adapt to the weather in autumn?</p> | <p>Explore things that are living, dead, and things that have never been alive. Describe how different habitats provide basic needs for animals and plants. Know how living things depend on each other.</p> | <p>Recognise that we 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 our eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.</p> | <p>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.</p> | <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Explore and understand the effects of air resistance and water resistance. Explore the effects of friction on movement and find out how it slows or stops moving objects. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>Identify and name the main parts of the human circulatory system. Explain the functions of the heart and blood vessels. Identify the components of blood. Describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> |

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| AUTUMN 2 | | | | | | |
| KNOWLEDGE | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Autumn 2 Unit | Materials Seasonal Change | Animals Including Humans | Animals Including Humans | Sound | Earth and Space | Light |
| Knowledge taught within unit | <p>Materials: Recognise the importance of working in a safe science environment. Distinguish between an object and the material from which it is made. Explain what everyday material objects are made from. Recognise ways we can reuse and recycle materials. Group objects based on their properties.</p> <p>Seasonal Change: What is the weather like in winter? What do we do to adapt to the weather in winter?</p> | <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe a simple food chain, and name different sources of food.</p> | <p>Know that animals cannot make their own food. Understand that animals, including humans, need the right amounts and types of food. Recognise that humans and some animals have skeletons and muscles for support, protection and movement.</p> | <p>Recognise that sounds get fainter as the distance from the sound source increases. Identify how sounds are made associating some of them with something vibrating. Recognise that vibrations from a sound travel through a medium through the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> | <p>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.</p> | <p>Understand that light appears to travel in straight lines. Able to 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Able to 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.</p> |

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| SPRING 1 | | | | | | |
| KNOWLEDGE | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Spring 1 Unit | Animals Including Humans Seasonal Change | Animals Including Humans | Forces and Magnets | States of Matter | Properties and Changes of Materials | Evolution and Inheritance |
| Knowledge taught within unit | <p>Animals Including Humans: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and including pets). Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p> <p>Seasonal Change: What is the weather like in winter? What do we do to adapt to the weather in winter?</p> | <p>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.</p> | <p>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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other.</p> | <p>Compare and group materials together, according to whether they are solids, liquids or gases. Understand the properties of gases Know that some materials change state when they are heated or cooled. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Identify properties of materials. Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Know how to recover a substance using dissolving, filtering, evaporation, sieving. Understand and explain reversible, irreversible changes. Identify solubility, solute, solvent, saturation and insoluble. Understand physical and chemical changes. Explore oxidation. Learning about a key scientist- Marie Curie. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> | <p>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.</p> |

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| SPRING 2 | | | | | | |
| KNOWLEDGE | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Spring 2 Unit | <p>Animals Including Humans</p> <p>Seasonal Change</p> | <p>Use Of Everyday Materials</p> | <p>Rocks</p> | <p>States of Matter</p> | <p>Properties and Changes of Materials</p> | <p>Electricity</p> |
| Knowledge taught within unit | <p>Animals Including Humans: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and including pets). Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p> <p>Seasonal Change: What is the weather like in winter and spring? What do we do to adapt to the weather in winter and spring?</p> | <p>Identify and name a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Compare and group together different kinds of rocks based on appearance and physical properties. Describe how fossils are formed when things that have lived are trapped within rocks. Recognise that soils are made from rocks and organic matter.</p> | <p>Compare and group materials together, according to whether they are solids, liquids or gases. Understand the properties of gases Know that some materials change state when they are heated or cools. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Identify properties of materials. Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Know how to recover a substance using dissolving, filtering, evaporation, sieving. Understand and explain reversible, irreversible changes. Identify solubility, solute, solvent, saturation and insoluble. Understand physical and chemical changes. Explore oxidation. Learning about a key scientist- Marie Curie. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> | <p>Use recognised symbols when representing a simple circuit in a diagram. 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.</p> |

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL

| SCIENCE | | | | | | |
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| SUMMER 1 | | | | | | |
| KNOWLEDGE | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Summer 1 Unit | Plants Seasonal Change | Plants | Plants | Animals Including Humans | Living Things and Their Habitats | Relationships and Sex Education Journey In Love |
| Knowledge taught within unit | <p>Plants: Recognise the importance of working in a safe science environment. Define deciduous and evergreen trees. Name common trees and identify if they are deciduous or evergreen. Name key parts of a plant including trees. Name common trees based on their leaves. Explain the role of each part of a plant.</p> <p>Seasonal Change: What is the weather like in summer? What do we do to adapt to the weather in summer?</p> | Describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow and stay healthy. | Parts of a plant – roots, stem, trunk, leaves and flowers. What plants need to grow. How water is transported through a plant. Pollination, Seed formation, seed dispersal. | 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. | Learn about the changes experienced in puberty. Learn about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. | Know that a healthy relationship is important. Understand what a healthy relationship looks like. Understand that respect for one another is essential in a marriage. Understand how conception occurs. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. |

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL

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| SUMMER 2 | | | | | | |
| KNOWLEDGE | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Summer 2 Unit | Plants Seasonal Change | Plants | Plants | Electricity | Animals Including Humans | Living Things and Their Habitats |
| Knowledge taught within unit | <p>Plants: Recognise the importance of working in a safe science environment. Define deciduous and evergreen trees. Name common trees and identify if they are deciduous or evergreen. Name key parts of a plant including trees. Name common trees based on their leaves. Explain the role of each part of a plant.</p> <p>Seasonal Change: What is the weather like in summer? What do we do to adapt to the weather in summer?</p> | Describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow and stay healthy. | Parts of a plant – roots, stem, trunk, leaves and flowers. What plants need to grow. How water is transported through a plant. Pollination, Seed formation, seed dispersal. | Identify common appliances that run on electricity. Know how to 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 some common conductors and insulators, and associate metals with being good conductors. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | Describe the changes as humans develop to old age. 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. | Classify flora and fauna based on observations. Understand the meaning of key words; classification, vertebrate, invertebrate, kingdoms: animal, plant, 'microorganism' classes: amphibian, reptile, bird, mammal, scales, feathers, flowering plant, non-flowering plant. Know who Evelyn Cheesman is and why she is important in Science. |

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL

| SCIENCE | | | | | | |
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| RECEPTION | | | | | | |
| KNOWLEDGE & SKILLS | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Unit | Getting to know school & each other All About Me | Space Whatever Next | South Pole Lost & Found | A world of difference All Are Welcome | Castles Into the Castle | Pirates Portside Pirates |
| Knowledge taught within unit | Similarities and differences between each other – height, eye colour etc. Healthy eating Make a fruit salad Seasonal Change | Gravity How to live in space – CSA Similarities and differences Our Moon Moon fact file Our solar system Planet facts Comparing Earth to other planets Planet Fact File Seasonal change Hibernation Nocturnal animals | Similarities and differences of Penguins Differing habitats of penguins Global Warming – ice melting experiments Pollution in our seas and its impact | Different animal families and where in the world they live Changing states of matter Seasonal change | Seasonal change | Floating and sinking Seasonal Change |

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL

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| RECEPTION | | | | | | | |
| KNOWLEDGE & SKILLS | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | |
| Skills taught within unit | <p>Talk about the lives of the people around them and what they do</p> <p>Explore the natural world around them. Making observations and drawing pictures of animals and plants etc.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> | | <p>Explore the natural world around them. Making observations and drawing pictures of animals and plants etc.</p> <p>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</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> | | | <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Explore the natural world around them. Making observations and drawing pictures of animals and plants etc.</p> | |

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL

| SCIENCE | | | | | | |
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| NURSERY | | | | | | |
| KNOWLEDGE & SKILLS | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Unit | Starting School & settling in Colours of the Rainbow | Colour & Pattern | Happy & Healthy | Growing | Ourselves & our senses | Journeys Holidays |
| Knowledge taught within unit | Differentiating between colours | Colour mixing Shiny/non shiny...reflective materials Pushing and pulling/forces equipment outside e.g. sleigh, pulley, water along guttering, vehicles up and down ramps | Food groups- explore vegetables, fruit, dairy, breakfast and bread. Where does it come from? Why is it good for us? Make vegetable soup, fruit salad, banana milkshake, porridge, bread rolls. | Sow flower seeds Plant a bean –monitor the growth. What do they need to grow healthily Observe the life cycle of a caterpillar....butterfly Where do bugs live in our garden-what do they need? | Think about myself...what happens if my body lets me down and I'm not very well-visit doctor, hospital and dentist? My emotions Use each sense to explore the world around us Touch, Small, Taste, Hearing, Sight, | |
| Skills taught within unit | Children talk about what they see, developing vocabulary. | Children explore collections of materials with similar and/or different properties Children explore how things work. | Children talk about the changes they notice. Children show interest in different occupations. | Children understand the key features of the life cycle of a plant and an animal. Children begin to understand the need to respect and care for the natural environment and all living things. SUSTAINABILITY-Pollution: 'How do leaves breathe?' Experiment | Children use all their senses in hands-on exploration of natural materials. | |