

Townhill Infant School- Progression of skills

Subject- Science

Year R	Year 1	Year 2
<p><i>“Understanding the world: They know about similarities and differences between themselves and others and among families, communities and traditions.”</i></p> <p>Can I talk about features of my own immediate environment and how they might vary from one another? (ie. Physiological differences between friends and family).</p> <p><i>“Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy.”</i></p> <p>Can I identify foods that are healthy and ones that are less healthy to eat?</p> <p>Can I talk about how I feel when I have exercised?</p> <p>Can I say why exercise is important?</p> <p><i>“The world: 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</i></p>	<p><i>“Identify and name a variety of common wild and garden plants, including trees.”</i></p> <p>Can I become familiar with common names of plants, flowers and trees including deciduous and evergreen? (Y1Spring2 – Living things (plants))</p> <p>Can I observe closely and compare and contrast familiar plants? (Y1Spring2 – Living things (plants))</p> <p>Can I describe how plants are grouped and draw diagrams showing the parts of different plants? (Y1Spring2 – Living things (plants))</p> <p>Can I keep records of how plants have changed over time and compare and contrast what I have found out about different plants? (Y1Spring2 – Living things (plants))</p> <p><i>“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.”</i></p> <p>Can I identify and name a variety of common</p>	<p><i>“Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.”</i></p> <p><i>“Identify and name a variety of plants and animals in their habitats, including microhabitats.</i></p> <p>Can I describe how all living things have certain characteristics and life processes that are essential for keeping them alive and healthy? (Yr2, Spring 2 – Healthy eating)</p> <p>Can I correctly use the terms ‘habitat’ and ‘microhabitat’ and observe and describe how living things depend on each other in local environments and find out how the conditions affect the number and types of plants and animals that live there? (Yr2, Summer 1 – Habitats)</p> <p>Can I compare animals in familiar habitats with animals found in less familiar habitats? (Yr2, Summer 1 – Habitats)</p>

<p><i>environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes."</i></p> <p>Can I develop an understanding of growth, decay and changes over time?</p> <p>Can I show care and concern for living things and the environment?</p> <p>Can I talk about some of the things I have observed such as plants, animals, natural and man-made objects?</p> <p>Can I explain why something's occur and talk about changes?</p> <p>Can I compare materials and discuss their different uses?</p>	<p>animals (carnivores, herbivores and omnivores)?</p> <ul style="list-style-type: none"> • Fish • Amphibians • Reptiles • Birds • Mammals <p>Can I describe and compare the body parts of a variety of animals (including humans)? (Yr 1 Autumn 1 – Animals)</p> <p><i>"Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense."</i></p> <p>Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense? (Yr 1 Autumn 1 – Human body)</p> <p><i>"Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. 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."</i></p> <p>Can I distinguish between an object and the material from which it is made?</p>	<p>Can I sort and classify things according to whether they are living, dead or were never alive, and recording their findings using charts? (Yr1, Summer 1 – Living things (Animals))</p> <p>Can I explore questions about whether something is alive or not (eg. Flames) and talk about how to answer these questions? (Yr2, Summer 1 – Habitats)</p> <p><i>"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"</i></p> <p>Can I construct a simple food chain that includes humans (eg, grass, cow, human)?</p> <p><i>"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."</i></p> <p>Can I observe how plants grow throughout the year and begin to understand the requirements of for germination, growth and survival, as well as the processes of reproduction?</p> <p>Can I observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb?</p>
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	<p>Can I identify and name a variety of everyday materials?</p> <p>Can I describe the simple physical properties of a variety of everyday materials?</p> <p>Can I compare and group together a variety of everyday materials for particular uses? (Yr1, Spring 1 - Materials)</p> <p><i>“Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.”</i></p> <p>Can I observe changes across the four seasons?</p> <p>Can I observe and describe the weather associated with the seasons and how day length varies?</p> <p><i>“Taught to use practical scientific methods, processes and skills.”</i></p> <p>Can I ask simple questions and recognise that they can be answered in different ways?</p> <p>Can I observe closely, using simple equipment and perform simple tests?</p> <p>Can I identify and classify using observations and ideas to suggest answers to questions?</p>	<p>Can I set up a comparative test to show that plants need light and water to stay healthy?</p> <p><i>“Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.”</i></p> <p>Can I describe the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans?</p> <p>Can I recognise the processes of reproduction and growth in animals (ie. That an egg produces a chick which grows to a chicken)? (Yr1, Summer 1 – Living things (Animals))</p> <p><i>“Identify and compare the suitability of a variety of everyday materials for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.”</i></p> <p>Can I identify and discuss the uses of different everyday materials and how they can be used for more than one thing?</p> <p>Can I recognise which properties of materials makes them suitable or unsuitable for particular purposes?</p>
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	<p>Can I gather and record data to help in answer questions?</p>	<p>Can I compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)? (Yr2, Summer 2 – Forces)</p> <p><i>“Taught to use practical scientific methods, processes and skills.”</i></p> <p>Can I observe through various methods and use measurements to verify these observations?</p> <p>Can I create questions about an observation and suggest methods to find answers to these questions?</p> <p>Can I identify and classify using observations and ideas to suggest answers to questions?</p> <p>Can I gather and record data to help in answer questions?</p>
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