



## Progression in Science – V1 2023



	EYFS Nursery F1	EYFS Reception F2	Y1	Y2
Scientists can...		<ul style="list-style-type: none"><li>• Ask questions about the environment including the weather outside.</li><li>• Suggest what they might wear.</li><li>• Develop an understanding of growth, decay and changes over time and show care and concern for living things and the environment.</li><li>• Use their senses when walking around and investigating.</li><li>• Develop questioning and curiosity through play and understand the concept of forces and electricity through twisting, pushing, slotting and magnetic toys and seeing the effects of pushing different buttons to make sounds and movements.</li><li>• Talk about similarities and differences between living things and materials and make simple observations about animals.</li></ul>	<ul style="list-style-type: none"><li>• Ask questions about the local environment including plants and animals found there including how they can look after them.</li><li>• Observe and talk about the weather and changes.</li><li>• Explore different materials using scientific language to describe them.</li></ul>	<ul style="list-style-type: none"><li>• Ask questions about the local environment including discussing how plants grow, survive, germinate and reproduce.</li><li>• Investigate different habitats (incl. micro) and observe how different animals depend on each other and its life processes.</li><li>• Understand basic needs of animal survival including exercise and nutrition.</li><li>• Identify properties of materials and state why they are suited to purpose.</li><li>• Name some scientists who have developed new materials.</li></ul>
Plants		<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Name common plants and describe the basic structure of flowering plants, including deciduous and evergreen.</li><li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul> <p><b>Key Indicators</b></p> <ul style="list-style-type: none"><li>• Can name trees and other plants they see regularly.</li><li>• Can describe key features of the trees and plants e.g. shapes of leaves/colour of the flower/blossom.</li></ul>	<ul style="list-style-type: none"><li>• Observe and describe how seeds and bulbs grow into mature plants.</li><li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul> <p><b>Key Indicators</b></p> <ul style="list-style-type: none"><li>• Can describe how plants that have grown from seeds and bulbs have developed over time.</li><li>• Can identify plants that grew well in different conditions.</li></ul>

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Plants continued	•	•	<ul style="list-style-type: none"> <li>Can point out trees which lost their leaves and those who keep them all year. Can point to and name parts of a plant.</li> <li>Can use simple charts to sort. Can use photos to talk about how plants change.</li> </ul>	<ul style="list-style-type: none"> <li>Can spot similarities and differences between bulbs and seeds.</li> <li>Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants.</li> </ul>
Animals including Humans	•	•	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</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> <p><b>Key Indicators</b></p> <ul style="list-style-type: none"> <li>Can name a range of animals which includes animals from each of the vertebrate groups.</li> <li>Can describe the key features of named animals.</li> <li>Can label key features on a picture/diagram.</li> <li>Can write descriptively about an animal.</li> <li>Can write a 'What am I? riddle about an animal.</li> <li>Can describe what a range of animals eat.</li> <li>Can compare and classify animals.</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</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> <p><b>Key Indicators</b></p> <ul style="list-style-type: none"> <li>Can sequence the stages of a baby. Observe these changes.</li> <li>Can describe how animals change as they get older.</li> <li>Develops understanding of how insects change (more than a butterfly) through lifecycle diagrams.</li> <li>Can explain what humans and other animals need to survive- this could be through planning a trip to the moon or desert Island.</li> <li>Can describe how to keep clean and healthy.</li> <li>Has a good understanding of the food plate and understands 'a healthy balanced diet'.</li> <li>Can create a diet for an athlete.</li> <li>Can adopt a menu to substitute food from the eat well plate.</li> <li>Understands the effect of exercise on the body.</li> </ul>

	EYFS Nursery F1	EYFS Reception F2	Y1	Y2
Living Things	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Name common plants and describe the basic structure of flowering plants including trees. (Plants Unit)</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Animals including Humans Unit)</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Animals including Humans Unit)</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals). (Animals including Humans Unit)</li> </ul> <p>Key Indicators</p> <p>See Plants and Animals including Humans</p>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</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> <p>Key Indicators</p> <ul style="list-style-type: none"> <li>Find a range of items which are dead, living.</li> <li>Can name plants/animals which live in different habitats and micro habitat.</li> <li>Can talk about the features of the animal/plant and how they are suited to the habitat.</li> <li>Can talk about what the animal eats.</li> <li>Can construct a food chain.</li> </ul>
Materials	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<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>	<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> <p>Key Indicators</p> <ul style="list-style-type: none"> <li>Can name an object, say what material it is made from, identify properties and make a link between property and use.</li> </ul>

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Materials continued	•	•	<b>Key Indicators</b> <ul style="list-style-type: none"> <li>Can label a picture/diagram of an object made from different materials.</li> <li>Can describe the properties of materials.</li> <li>Can sort materials using their properties.</li> <li>Can test evidence to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>Whilst changing a shape of an object can describe the actions used.</li> <li>Can use suitable vocabulary.</li> <li>Simple tests relevant to properties.</li> <li>Describe similarities and differences.</li> </ul>
Seasonal Changes	•	•	<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> <b>Key Indicators</b> <ul style="list-style-type: none"> <li>Can name four seasons and identify when in the year they occur.</li> <li>Can observe and describe weather in different seasons.</li> <li>Can describe days being longer in summer and shorter in winter.</li> <li>Present data in tables charts and compare seasons.</li> </ul>	
Light & Sound	•	•	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials. (Materials Unit)</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Materials Unit)</li> <li>Observe changes across the four seasons. (Seasonal Changes)</li> <li>Observe and describe weather associated with the seasons and how day length varies. (Seasonal Changes)</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. (Animals including Humans Unit)</li> </ul> <b>Key Indicators</b> See Materials, Seasonal Changes and Animals including Humans	<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. (Materials Unit)</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Plants Unit)</li> </ul> <b>Key Indicators</b> See Materials and Plants

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Forces	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials. (Materials Unit)</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Materials Unit)</li> </ul> <p>Key Indicators</p> <p>See Materials</p>	<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. (Materials Unit)</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Materials Unit)</li> </ul> <p>Key Indicators</p> <p>See Materials</p>
Electricity	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials. (Materials Unit)</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Materials Unit)</li> </ul> <p>Key Indicators</p> <p>See Materials</p>	<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. (Materials Unit)</li> </ul> <p>Key Indicators</p> <p>See Materials</p>