



# Stapleford Abbots Primary Academy - Science Curriculum Progression Document EYFS and KS1

EYFS	Pre School	Reception
	<ul style="list-style-type: none"><li>- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li><li>Make healthy choices about food, drink, activity and toothbrushing.</li><li>- Use all their senses in hands-on exploration of natural materials.</li><li>- Explore collections of materials with similar and/or different properties.</li><li>- Talk about what they see, using a wide vocabulary.</li><li>- Begin to make sense of their own life-story and family's history.</li><li>- Explore how things work.</li><li>- Plant seeds and care for growing plants.</li><li>- Understand the key features of the life cycle of a plant and an animal.</li><li>- Begin to understand the need to respect and care for the natural environment and all living things.</li><li>- Explore and talk about different forces they can feel.</li><li>- Talk about the differences between materials and changes they notice.</li></ul>	<ul style="list-style-type: none"><li>- Learn new vocabulary.</li><li>- Ask questions to find out more and to check what has been said to them.</li><li>- Articulate their ideas and thoughts in well-formed sentences.</li><li>- Describe events in some detail.</li><li>- Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</li><li>- Use new vocabulary in different contexts.</li><li>- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li><li>- Explore the natural world around them.</li><li>- Describe what they see, hear and feel while they are outside.</li><li>- Recognise some environments that are different to the one in which they live.</li><li>- Understand the effect of changing seasons on the natural world around them.</li></ul>
	<h3>Early Learning Goals</h3> <ul style="list-style-type: none"><li>- Make comments about what they have heard and ask questions to clarify their understanding.</li><li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li><li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>- 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.</li><li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>	



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	Year 1	Year 2
Plants	<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li><li>- Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul>	<p><u>National Curriculum</u> Pupils should be taught to:</p> <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>Know and understand that:</p> <ul style="list-style-type: none"><li>- plants usually grow from seeds and bulbs.</li><li>- Plants need warmth, light and water to grow and survive</li><li>- Most plants start growing from a seed or bulb.</li><li>- All plants need water, light and warmth to grow and survive.</li><li>- Seeds produce roots to allow water to get into the plant and shoots to produce leaves to collect the sun.</li></ul>	<p>Know and understand that:</p> <ul style="list-style-type: none"><li>- Flowering plants make seeds to reproduce and make more plants. - Some plants die after producing seeds and others live for many generations.</li><li>- All flowering plants make seeds that can grow into new plants.</li><li>- Sometimes the plant dies after it has produced its seed.</li><li>- Sometimes the plant lives for many generations producing seeds each year.</li></ul>
Animals	Year 1	Year 2
	<p><u>National Curriculum</u> Pupils should be taught to:</p> <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><u>National Curriculum</u> Pupils should be taught to:</p> <p><b>Animals, including humans</b></p> <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>Living things and their Habitats</b></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></ul>



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		<ul style="list-style-type: none"> <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>
	<p>Know and understand that:</p> <ul style="list-style-type: none"> <li>- There are many different animals with different characteristics.</li> <li>- Animals need food to survive.</li> <li>- Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</li> <li>- Animals move in order to survive.</li> <li>- Exercise keeps animal's bodies in good condition and increases survival chances.</li> <li>- Animals have senses to help individuals survive. When animals sense things they are able to respond.</li> </ul>	<p>Know and Understand that:</p> <p><b>Simple Animal timelines</b></p> <ul style="list-style-type: none"> <li>- All animals eventually die.</li> <li>- Animals reproduce new animals when they reach maturity.</li> <li>- Animals grow until they reach maturity and then don't grow any larger</li> <li>- Different animals live for different ages.</li> <li>- Different animals reach different sizes before they are able to reproduce - Different animals reproduce at different ages</li> </ul> <p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>- Some things are living, some were once living but now dead and some things have never lived.</li> <li>- There is variation between all living things.</li> <li>- Different animals and plants live in different places.</li> <li>- Living things are adapted to survive in different habitats.</li> <li>- Environmental change can affect the plants and animals that live there.</li> </ul>
	<b>Year 1</b>	<b>Year 2</b>
<b>Materials</b>	<p><u>National Curriculum</u> Pupils should be taught to:</p> <p><b>Everyday Materials</b></p> <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>	<p><u>National Curriculum</u> Pupils should be taught to:</p> <p><b>Uses of Materials</b></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</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>



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	<p>Know and understand that:</p> <ul style="list-style-type: none"> <li>- There are different materials</li> <li>- Materials have describable properties</li> <li>- Different materials have different properties. - Materials can be changed by physical force (twisting, bending, squashing and stretching)</li> <li>- There are many different materials that have different describable and measureable properties.</li> <li>- Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</li> <li>- The properties of a material determine whether they are suitable for a purpose</li> </ul>	<p>Know and Understand that:</p> <ul style="list-style-type: none"> <li>- There are different materials</li> <li>- Materials have describable properties</li> <li>- Different materials have different properties.</li> <li>- Materials can be changed by physical force (twisting, bending, squashing and stretching)</li> <li>- There are many different materials that have different describable and measureable properties.</li> <li>- Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</li> <li>- The properties of a material determine whether they are suitable for a purpose.</li> <li>- These ideas are explored through testing materials to see if they are appropriate for particular jobs. Topics to be arranged so that all the main groups of materials are explored and important properties are investigated (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness, brittleness)</li> </ul>
Seasons	<b>Year 1</b>	
	<p><u>National Curriculum</u> Pupils should be taught to:</p> <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>	
	<p>Know and Understand:</p> <ul style="list-style-type: none"> <li>- that Seasons changes</li> <li>- name the seasons and know about the type of weather in each season</li> </ul>	
Working Scientifically	<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- ask simple questions and recognising that they can be answered in different ways</li> <li>- observe closely, using simple equipment</li> <li>- perform simple tests</li> <li>- identify and classify</li> <li>- use their observations and ideas to suggest answers to questions</li> <li>- gather and record data to help in answering questions</li> </ul>	