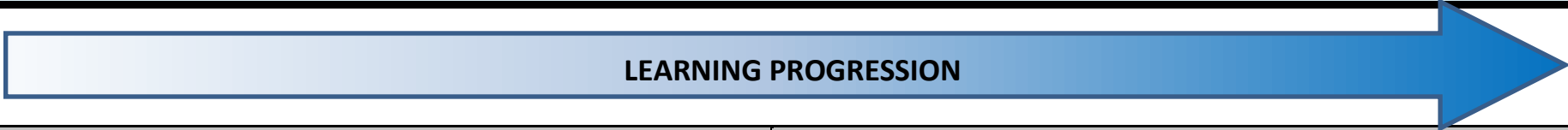
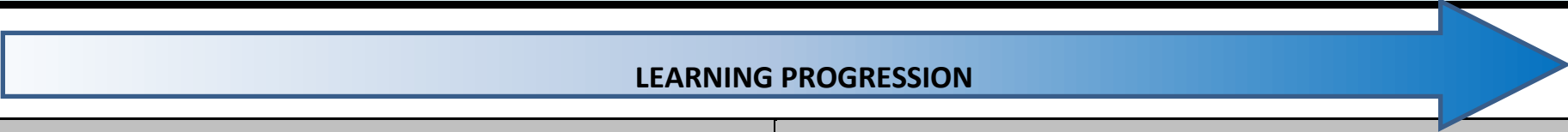


Science Curriculum Progression

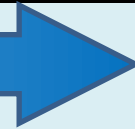
EYFS	
	
Nursery (3-4 year olds)	Reception
I can use my senses in hands on exploration of natural materials.	I can explore the natural world around me.
I can explore collections of materials with similar and/or different properties.	I can explore the natural world around me, making observations and drawing pictures of animals and plants. ELG
I can talk about what I see, using a wide vocabulary.	I can describe what I see, hear and feel while I am outside.
I can begin to make sense of my own life story and family history.	
I can explore how things work.	
	I can recognise some environments that are different to the one in which I live.
I can plant seeds and care for growing plants.	
I can understand the key features of the life cycle of a plant and an animal.	
I can begin to understand the need to respect and care for the natural environment and all living things.	I know some similarities and differences in the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. ELG
I can explore and talk about different forces I can feel.	
	I can understand the effect of changing seasons on the natural world around me.
I can talk about the differences between materials and changes I notice.	I can understand some important processes and changes in the natural world around me, including seasons and changing states of matter. ELG

Understanding the World


Science Curriculum Progression

		EYFS	
			
		Nursery (3-4 year olds)	Reception
Language	Communication and	I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	I can learn new vocabulary.
			I can ask questions to find out more and to check what has been said to me.
			I can articulate my ideas and thoughts in well-formed sentences.
			I can describe events in some detail.
			I can use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen.
			I can use new vocabulary in different contexts.
			I can make comments about what I have heard and ask questions to clarify my understanding. ELG
Personal, Social and Emotional	Personal, Social and Emotional	I can make healthy choices about food, drink, activity and tooth brushing.	I can know and talk about the different factors that support my overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
			I can manage my own personal hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG


Science Curriculum Progression

Key Stage 1		
<div style="border: 1px solid black; padding: 5px; display: flex; align-items: center; justify-content: center;"> LEARNING PROGRESSION  </div>		
Plants	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen.</p>	<p>I can observe and describe how seeds and bulbs grow into mature plants.</p>
	<p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>I can find out and identify how plants need water, light and a suitable temperature to grow and stay healthy drawing on comparisons where appropriate.</p>
Animals Including Humans	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>I can identify that animals, including humans, have offspring which grow into adults.</p>
	<p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>I can identify and describe the basic needs of animals, including humans, for survival (water, food and air).</p>
	<p>I can compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>I can observe and look for patterns in the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
	<p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	


Science Curriculum Progression

Key Stage 1		
<div style="border: 1px solid #0070c0; padding: 5px; display: inline-block;"> LEARNING PROGRESSION  </div>		
Everyday Materials	<p>I can distinguish between an object and the material from which it is made by looking for patterns.</p>	<p>I can 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>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p>I can identify how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can look for patterns between materials.</p>
	<p>I can identify and observe the simple physical properties of a variety of everyday materials and look for patterns.</p>	
	<p>I can compare and classify together a variety of everyday materials on the basis of their simple physical properties.</p>	


Science Curriculum Progression


Key Stage 1	
<div style="border: 1px solid black; padding: 5px; text-align: center;">  </div>	
Seasonal Changes	I can observe changes across the four seasons.
	I can look for patterns in seasonal changes using scientific vocabulary in my explanations.
	I can observe and describe weather associated with the seasons and how day length varies.
Living Things and Their Habitats	I can explore and compare the differences between things that are living, dead, and things that have never been alive.
	I can 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 can identify and name a variety of plants and animals in their habitats, including micro-habitats.
	I can 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.

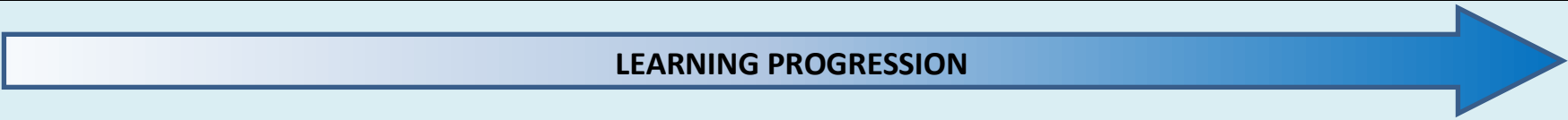
Science Curriculum Progression


Key Stage 1	
	
Working Scientifically	I can ask simple questions and recognise that they can be answered in different ways.
	I can observe closely, using simple equipment.
	I can perform simple tests.
	I can identify and classify.
	I can use my observations and ideas to suggest answers to questions.
	I can gather and record data to help in answering questions.


Science Curriculum Progression


Key Stage 2		
<div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>		
Animals Including Humans	I can 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.	I can describe the simple functions of the basic parts of the digestive system in humans.
	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can identify the different types of teeth in humans and their simple functions.
		I can construct and interpret a variety of food chains, identifying producers, predators and prey.
Rocks	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	
	I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.	
	I can recognise that soils are made from rocks and organic matter.	

Key Stage 2	
<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>LEARNING PROGRESSION</p> </div>	
Light	I can recognise that we need light in order to see things and that dark is the absence of light.
	I can notice that light is reflected from surfaces.
	I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes
	I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.
	I can find patterns in the way that the size of shadows change.
Plants	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
	I can 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.
	I can investigate the way in which water is transported within plants.
	I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Key Stage 2	
<div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>LEARNING PROGRESSION</p> </div>	
Forces and Magnets	I can compare how things move on different surfaces.
	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.
	I can observe how magnets attract or repel each other and attract some materials and not others.
	I can 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.
	I can describe magnets as having two poles.
	I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Key Stage 2	
	
Living Things and Their Habitats	I can recognise that living things can be grouped in a variety of ways.
	I can explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.
	I can recognise that environments can change and that this can sometimes pose dangers to living things.
States of Matter	I can compare and group materials together, according to whether they are solids, liquids or gases.
	I can 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).
	I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Key Stage 2	
	
Sound	I can identify how sounds are made, associating some of them with something vibrating.
	I can recognise that vibrations from sounds travel through a medium to the ear.
	I can find patterns between the pitch of a sound and features of the object that produced it.
	I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
	I can recognise that sounds get fainter as the distance from the sound source increases.

Key Stage 2	
	
Electricity	I can identify common appliances that run on electricity.
	I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
	I can 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.
	I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
	I can recognise some common conductors and insulators, and associate metals with being good conductors.

Key Stage 2	
<div style="border: 1px solid black; padding: 5px; text-align: center;"> </div>	
Working Scientifically	I can ask relevant questions and use different types of scientific enquiries to answer them.
	I can set up simple practical enquiries, comparative and fair tests.
	I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers.
	I can gather, record, classify and present data in a variety of ways to help in answering questions.
	I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
	I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
	I can use results to come to simple conclusions, make predictions for new values, suggest improvements and raise further questions.
	I can identify differences, similarities or changes related to simple scientific ideas and processes.
I can use straight forward scientific evidence to answer questions or to support my findings.	