



Subject progression: Science – Key stage 1

	Reception	Year 1	Year 2
Science	Autumn – My Body, senses/places Spring – Plants and growth/materials Summer – <u>minibeasts</u> , <u>habitats</u> and lifecycles/floating and sinking	Autumn – Labelling the body/healthy eating Spring – Animals including humans/materials Summer – Flowers, plants and trees/living, dead or never alive/habitats	Autumn – Lifecycles, how humans survive. Habitats and food chains Spring- Materials: Summer –Plants/seasonal change.
Animals, including humans	<p>30-50- I can comment and ask questions about aspects of my familiar world such as the natural world.</p> <p>40-60- I can look closely at similarities and differences, patterns and change.</p> <p>ELG- I know about similarities and differences in relation to living things. I can make observations of animals and explain why some things occur and talk about changes.</p>	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals.</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>	<p>I notice that animals including humans, have offspring that grow into adults.</p> <p>I can find out about and describe the basic needs of animals including humans, for survival.</p> <p>I can describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.</p>
Living things and their habitats	<p>30-50- I can show care and concern for living things. I know about similarities and differences in relation to places <u>and</u> <u>living</u> things. I can make observations of animals and explain why some things occur and talk about changes.</p> <p>40-60- I can look closely at similarities and differences, patterns and change.</p> <p>ELG- I know about similarities and differences in <u>relation</u> to living things. I know how <u>environemtns</u> might vary.</p>	<p>I can identify that most living things live in habitats to which they are suited and how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>I can explore the differences between things that are living, dead and things that have been alive.</p>	<p>I can identify that most living things live in habitats to which they are suited and how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>I can explore and compare the differences between things that are living, dead and things that have been alive.</p> <p>I can identify and name a variety of plants and animals in their habitats including micro habitats.</p> <p>I can describe how animals obtain food from plants and other animals using the idea of a simple food chain and identify and name difference sources of food.</p>



Plants	<p>30-50- I can talk about some of the things they have observed such as plants. I am developing an understanding of growth, decay and changes over time.</p> <p>40-60- I can look closely at similarities and differences, patterns and change.</p> <p>ELG- I can talk about features of my environment and how <u>environments</u> vary from one another.</p>	<p>I can <u>identify</u> and name a variety of common wild and garden plants, including deciduous and ever green trees.</p> <p>I can identify <u>and</u> describe the basic structure of a variety of common flowing plants including trees.</p>	<p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
Every day materials	<p>30-50- I can comment and asks questions about aspects of my familiar world such as the place where they live or the natural world.</p> <p>I can talk about some of the things they have observed such as natural and found objects.</p> <p>I can talk about why things happen and how things work.</p> <p>40-60- I can look closely at similarities and differences, patterns and change.</p> <p>ELG- I know about similarities and differences in relation to places, objects and materials.</p>	<p>I can distinguish between an object and the material from which it is <u>made</u>.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</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 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
Seasonal changes	<p>30-50- I can comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>I am developing an understanding of growth, decay and changes over time.</p> <p>40-60- I can look closely at similarities and differences, patterns and change.</p> <p>ELG- I can talk about the features of my own immediate environment and how environments might vary from one another. I can make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	
Working scientifically across all topic areas.			
<p>EYFS- I am beginning to understand why and how questions. I can listen and respond to ideas expressed by others in conversation or discussion. I can answer how and why questions about my experiences and in response to events. I can focus my attention in arrange of situations. I understand use of objects. I can follow instructions following several ideas and actions.</p>		<p>KS1- I can ask simple questions and recognising that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can <u>identifying</u> and classifying using my observations and ideas to suggest answers to questions. I can <u>gather</u> and record data to help in answering questions.</p>	