



Streetsbrook Infant & Early Years Academy

Science: Progression Document

	EYFS		KS1	
	Three and Four-Year-Olds Reception Early Learning Goals		Year 1	Year 2
Working Scientifically	In the EYFS, the characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage are the foundations on which the working scientifically skills build in Key Stage 1. While children are playing and exploring, teachers should be modelling, encouraging and supporting them to do the following: • show curiosity and ask questions • make observations using their senses and simple equipment • make direct comparisons • record their observations by drawing, taking photographs, using sorting rings or boxes	and, in Reception, on simple tick sheets • use their observations to help them to answer their questions • talk about what they have done and found out • identify, sort and group.	Asking questions and recognising that they can be answered in different ways • <i>Asking simple questions and recognising that they can be answered in different ways</i> Making observations and taking measurements • <i>Observing closely, using simple equipment</i> Engaging in practical enquiry to answer questions • <i>Performing simple tests</i> • <i>Identifying and classifying</i> Recording and presenting evidence • <i>Gathering and recording data to help in answering questions</i> Answering Questions and Concluding • <i>Using their observations and ideas to suggest answers to questions</i>	
Plants	• use all their senses in hands-on exploration of natural materials. • explore collections of materials with similar and/or different properties • plant seeds and care for growing plants • understand the key features of the life cycle of a plant and an animal • begin to understand the need to respect and care for the natural environment and all living things • explore the natural world around them, making observations and drawing pictures of animals and plants • 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 • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter		• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. Working Scientifically Link - practical enquiry and observations - Bean or sunflower growth investigation (height only)	• 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 Working Scientifically Link - practical enquiry and observations - Changing growth conditions for cress seeds investigation (no light, no water,

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		- practical enquiry and observations - Longer-term investigation through allotment visits to observe plants, trees and vegetables over time - leaf observation, sorting and classification	- no soil, no heat with a control sample) - practical enquiry and observations - Longer-term investigation to observing the growth of seeds and bulbs over time - seed and bulb observation, sorting and classification
Living things and their habitats	• use all their senses in hands-on exploration of natural materials • explore collections of materials with similar and/or different properties • begin to understand the need to respect and care for the natural environment and all living things • draw information from a simple map • explore the natural world around them • describe what they see, hear and feel whilst outside • recognise some environments that are different to the one in which they live • explore the natural world around them, making observations and drawing pictures of animals and plants • 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 • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	N/a	• 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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. Working Scientifically Link - asking and answering questions about animals, using secondary sources of information
Animals, including humans	• use all their senses in hands-on exploration of natural materials • begin to make sense of their own life-story and family's history • understand the key features of the life cycle of a plant and an animal • understand the key features of the life cycle of a plant and an animal	- identify and name a variety of common animals from the different animal groups, including fish, amphibians, reptiles, birds and mammals	- notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals,

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	- begin to understand the need to respect and care for the natural environment and all living things - recognise some environments that are different to the one in which they live - talk about members of their immediate family and community - name and describe people who are familiar to them - explore the natural world around them, making observations and drawing pictures of animals and plants - 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	- identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the body parts and features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working Scientifically Link - making observations and taking measurements through an investigation into animals' diets - performing simple tests thought a practical investigation into the five senses	including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working Scientifically Link - making observations and taking measurements over time to record evidence, through a long-term investigation into how their body has changed over time - asking and answering questions about animals, using secondary sources of information - performing a simple test and making observations through an investigation into the impact of handwashing on slices of bread
Seasonal Change	- explore the natural world around them - describe what they see, hear and feel whilst outside - understand the effect of changing seasons on the natural world around them - 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 - understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies Working Scientifically Link - making observations, taking measurements over time to record evidence, and looking for patterns through a practical long-term enquiry into seasonal changes over the year – animals (including humans), plants, weather and length of day/night	N/a

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Materials	• use all their senses in hands-on exploration of natural materials. • explore collections of materials with similar and/or different properties • talk about the differences between materials and changes they notice • explore the natural world around them • describe what they see, hear and feel whilst outside • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	- distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - 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. Working Scientifically Link - practical enquiry into the properties of materials (e.g. waterproof, absorbent, stretchy, stiff, hard, soft, rough, smooth, see through, not see-through etc. - observation, sorting and classification	- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working Scientifically Link - practical enquiry into how the shapes of objects can be changed (e.g. flexible, rigid, push, pull, twist, squash, bend, stretch – performing simple tests, identifying and classifying
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