












Year 1 Science progression document




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Animals including humans</u></p> <p>A1: 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>A2: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p><u>Seasonal Change:</u></p>	<p><u>Animals including humans</u></p> <p>A3: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>A4: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><u>Seasonal Change:</u></p>	<p><u>Everyday Materials</u></p> <p>M1: I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>M2: I can distinguish between an object and the material from which it is made.</p> <p><u>Seasonal Change:</u></p>	<p><u>Everyday Materials</u></p> <p>M3: I can describe the simple physical properties of a variety of everyday materials.</p> <p>M4: I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Seasonal Change:</u></p>	<p><u>Plants</u></p> <p>P1: I can identify and name a variety of common wild and garden plants, including deciduous and evergreen.</p> <p><u>Seasonal Change:</u></p>	<p><u>Plants</u></p> <p>P2: I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Seasonal Change:</u></p>

	<p>S1: Observe changes across the four seasons.</p> <p>S2: Observe and describe the weather associated with the seasons and how the day length varies.</p>	<p>S1: Observe changes across the four seasons.</p> <p>S2: Observe and describe the weather associated with the seasons and how the day length varies.</p>	<p>S1: Observe changes across the four seasons.</p> <p>S2: Observe and describe the weather associated with the seasons and how the day length varies.</p>	<p>S1: Observe changes across the four seasons.</p> <p>S2: Observe and describe the weather associated with the seasons and how the day length varies.</p>	<p>S1: Observe changes across the four seasons.</p> <p>S2: Observe and describe the weather associated with the seasons and how the day length varies.</p>	<p>S1: Observe changes across the four seasons.</p> <p>S2: Observe and describe the weather associated with the seasons and how the day length varies.</p>
	<p><u>Scientists to study:</u> <i>Aristotle</i> – It was Aristotle who said that humans have 5 senses.</p>		<p><u>Scientists to study:</u> <i>Maria Sibylla Merian</i> (German artist, scientific illustrator and naturalist)</p>		<p><u>Scientists to study:</u> <i>Charles Macintosh</i></p>	
<p><u>Working scientifically skills</u> (Seasons) Observing Setting up tests and recording data. Observing, measuring and recording data.</p>	<p><u>Working scientifically skills</u> Asking questions and making observations. Making observations and recording data. Setting up simple tests and recording data. Making observations and communicating information.</p>	<p><u>Working scientifically skills</u> Asking questions and making observations. Making observations and recording data. Setting up simple tests and recording data. Making observations and communicating information.</p>	<p><u>Working scientifically skills:</u> Asking questions and recording data. Observing and asking questions. Making observations and grouping. Setting up a test and communicating results</p>	<p><u>Working scientifically skills:</u> Asking questions and recording data. Observing and asking questions. Making observations and grouping. Setting up a test and communicating results</p>	<p><u>Working scientifically skills:</u> Making observations and recording information. Making predictions and observations. Naming and observing. Asking questions.</p>	<p><u>Working scientifically skills:</u> Making observations and recording information. Making predictions and observations. Naming and observing. Asking questions.</p>

Subject Specific Vocabulary						
Seasonal change vocabulary: Seasons Summer Spring Autumn Winter Weather Sun Day Moon Night Light Dark Rain Wind Snow Frost Sleet Fog Cloudy	Head Ear Eye Mouth Nose Leg Knee Arm Elbow Neck Face Teeth Hair Senses Fish Reptile Mammal Bird Amphibian Wings Beak	Fish Reptile Mammal Bird Amphibian Wings Beak Carnivore Herbivore Omnivore	Object Material Wood Plastic Glass Paper Fabric Metal Rock Brick Elastic	Object Material Compare Hard/soft Stretchy/stiff Shiny/dull Rough/smooth Bendy/not bendy (flexible) Waterproof/not waterproof Absorbent/not absorbent Opaque/transparent Translucent	Common plants Wild plants Deciduous Evergreen Environment Growth Leaves Flowers (blossom) Petals Fruit Roots Flowers (blossom) Petals Fruit Roots Bulb Seed Trunk Bulb Seed Trunk Stem Branches	Flowering plants Environment Growth Leaves Flowers (blossom) Petals Fruit Roots Bulb Seed Trunk Stem Branches

Term:	Unit:	Key end points:	Prior learning:	Future learning:	Common misconceptions:
Autumn	<p data-bbox="465 272 779 300">Animals including humans</p> <div data-bbox="392 343 862 550"> <p data-bbox="414 347 862 406">Identifying, grouping and classifying Making observations to name, sort and organise items. </p> <p data-bbox="414 422 862 478">Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control. </p> <p data-bbox="414 494 862 550">Research Using secondary sources of information to answer scientific questions. </p> </div>	<p data-bbox="896 272 1245 336">By the end of this unit children will be able to:</p> <p data-bbox="896 344 1182 408">Talk about and describe their body.</p> <p data-bbox="896 416 1234 624">Talk about how they are the same and different from others e.g. physical appearance, things we like, things we do, things we believe etc.</p> <p data-bbox="896 632 1223 727">Talk about their senses and how we use them in everyday life.</p> <p data-bbox="896 735 1205 831">Talk about how they've changed throughout their time in year one.</p> <p data-bbox="896 839 1216 983">Talk about and describe different animals including what they eat and where they live.</p>	<p data-bbox="1267 272 1507 440">To use their senses in hands-on exploration of natural materials. (EYFS)</p> <p data-bbox="1267 448 1503 592">To begin to make sense of their own life story and family history. (EYFS)</p> <p data-bbox="1267 600 1491 727">To understand the key features of a life cycle of a plant and animal. (EYFS)</p> <p data-bbox="1267 735 1507 943">To begin to understand the need to respect and care for the natural environment and all living things. (EYFS)</p>	<p data-bbox="1529 272 1776 655">To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name sources for food. (Y2- Living things and their habitats)</p> <p data-bbox="1529 663 1776 1374">Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals.(Y6 – Living things and their habitats)</p> <p data-bbox="1529 1134 1753 1374">Give reasons for classifying plants and animals based on their specific characteristics. (Y6 – Living things and their habitats)</p>	<p data-bbox="1798 272 2029 336">Some children may think:</p> <p data-bbox="1798 344 2022 440">Only four legged mammals, such as pets, are animals.</p> <p data-bbox="1798 448 2000 512">Humans are not animals.</p> <p data-bbox="1798 520 1977 584">Insects are not animals.</p> <p data-bbox="1798 592 2029 767">All 'bugs' or 'creepy crawlies' such as spiders are part of the insect group.</p> <p data-bbox="1798 775 2000 871">Amphibians and reptiles are the same.</p>

Spring	<p style="text-align: center;">Everyday materials</p> <div style="background-color: #003366; color: white; padding: 5px; border-radius: 10px; display: flex; justify-content: space-between; align-items: center;"> Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same.  </div> <div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 10px; display: flex; justify-content: space-between; align-items: center;"> Identifying, grouping and classifying Making observations to name, sort and organise items.  </div>	<p>By the end of this unit children will be able to:</p> <p>Talk about and notice objects throughout the year.</p> <p>Talk about and describe different objects/materials.</p> <p>Talk about and describe objects we use every day.</p> <p>Talk about how everyday objects are made (in a simple way)</p> <p>Compare objects.</p> <p>Talk about how we look after objects/or belongings.</p>	<p>Explore collections of materials with similar and/or different properties. (EYFS)</p> <p>Talk about the differences between materials and changes they notice. (EYFS)</p> <p>Explore how different materials sink and float. (EYFS)</p>	<p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2- Uses of everyday materials)</p> <p>Find out how shapes from social objects made from some materials can be changed by bending, squashing, twisting and stretching. (Y2 – Uses of everyday materials)</p>	<p>Some children may think:</p> <p>Only fabrics are materials.</p> <p>Only building materials are materials.</p> <p>Only writing materials are materials.</p> <p>The word ‘rock’ describes an object and not a material.</p> <p>Solid is another word for hard.</p>
Summer	<p style="text-align: center;">Plants</p> <div style="background-color: #ff0000; color: white; padding: 5px; border-radius: 10px; display: flex; justify-content: space-between; align-items: center;"> Observation over time Observing changes that occur over a period of time ranging from minutes to months.  </div> <div style="background-color: #008000; color: white; padding: 5px; border-radius: 10px; display: flex; justify-content: space-between; align-items: center;"> Research Using secondary sources of information to answer scientific questions.  </div> <div style="background-color: #003366; color: white; padding: 5px; border-radius: 10px; display: flex; justify-content: space-between; align-items: center;"> Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same.  </div> <div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 10px; display: flex; justify-content: space-between; align-items: center;"> Identifying, grouping and classifying Making observations to name, sort and organise items.  </div>	<p>By the end of this unit children will be able to:</p> <p>Talk about and notice plants throughout the year.</p> <p>Talk about and describe different plants.</p> <p>Talk about what plants we eat.</p> <p>Talk about how to grow plants.</p> <p>Compare plants.</p>	<p>Plant seeds and care for growing plants. (EYFS)</p> <p>To begin to understand the need to respect and care for the natural environment and all living things. (EYFS)</p>	<p>To observe and describe how seeds and bulbs grow into mature plants. (Y2 – Plants)</p> <p>Find out how plants need water, light and a suitable temperature to grow and stay healthy.(Y2 – Plants)</p>	<p>Some children may think:</p> <p>Plants are flowering plants that grow in pots with coloured petals, leaves and a stem.</p> <p>Trees are not plants.</p>

		Talk about how they can look after plants.		Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 – Living things and their habitats) Identify and describe the functions of different parts of flowering plants. (Y3 – Plants) Investigate the way water is transported within plants. (Y3 – Plants)	All leaves are green. A trunk is not a stem. Blossom is not a flower.
Throughout the year	<p style="text-align: center;">Seasons</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #92d050; border-radius: 10px; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 0.8em;"> <p>Research Using secondary sources of information to answer scientific questions.</p> </div>  </div> <div style="background-color: #46b8d0; border-radius: 10px; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 0.8em;"> <p>Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control.</p> </div>  </div> <div style="background-color: #d9534f; border-radius: 10px; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 0.8em;"> <p>Observation over time Observing changes that occur over a period of time ranging from minutes to months.</p> </div>  </div> </div>	<p>By the end of this unit children will be able to: Name the seasons and the time of year associated with them. Talk about and notice the seasons throughout the year. Talk about and describe the seasons. Talk about what we do to adapt to different seasons e.g. clothes, activities, physical environment, food, different plants and animals etc.</p>	<p>Understand the key features of a life cycles of a plant and animal. (EYFS) Explore the natural world around them. Describe what they can see, hear and feel whilst outside. (EYFS) Understand the effect of changing seasons on the natural world around them. (EYFS)</p>	<p>Recognise that light from the sun can be dangerous and there are ways to protect their eyes. (Y3 – Light) Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. (Y5 – Earth and Space)</p>	<p>Some children may think: It always snows in winter. It is always sunny in the summer. There are only flowers in Spring and Summer. It rains most in Winter.</p>

