Science Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Seasonal Change: (Autumn)** Talk about what they see, using a wide vocabulary. Explore how things work, Use all their senses in hands-on exploration of natural materials.	**Seasonal Change: (Winter)** Talk about what they see, using a wide vocabulary. Explore how things work, Use all their senses in hands-on exploration of natural materials.	**Materials:** Explore collections of materials with similar and/or different properties.	**Seasonal Change: (Spring)** Talk about what they see, using a wide vocabulary. **Plants:** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment and for all living things. Choose the right resources to carry out their own plan.	**Living things and their habitats.** Begin to understand the need for respect and care for the natural environment and all living things. **Plants:** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment and for all living things. Choose the right resources to carry out their own plan.	**Seasonal Change: (Summer)** Talk about what they see, using a wide vocabulary. **Forces:** Explore and talk about different forces they can feel e.g. magnets.

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Reception	**Seasonal change: (Autumn)** Explore the natural world around them. Understand the effect of the natural world around them. Describe what they see, hear and feel whilst outside.	**Seasonal change: (Winter)** Explore the natural world around them. Understand the effect of the natural world around them. Describe what they see, hear and feel whilst outside.	**Natural world:** Understand some important processes and changes in the natural world around them, including changing states of matter. •	**Seasonal change: (Spring)** Explore the natural world around them. Understand the effect of the natural world around them. Describe what they see, hear and feel whilst outside. **Plants and animals** Describe what they see, hear and feel whilst outside – including plants. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ELG – Explore the natural world around them, making observations and drawing pictures of animals and plants.	**Plants and animals:** ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read.	**Seasonal change: (Summer)** Explore the natural world around them. Understand the effect of the natural world around them. Describe what they see, hear and feel whilst outside.

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Year 1	**Animals including humans** 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. I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. **Seasonal Change:** Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how the day length varies.	**Animals including humans** I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). **Seasonal Change:** Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how the day length varies.	**Everyday Materials** I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. **Seasonal Change:** Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how the day length varies.	**Everyday Materials** I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple properties. **Seasonal Change:** Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how the day length varies.	**Plants** I can identify and name a variety of common wild and garden plants, including deciduous and evergreen. **Seasonal Change:** Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how the day length varies.	**Plants** I can identify and describe the basic structure of a variety of common flowering plants, including trees. **Seasonal Change:** Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how the day length varies.

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Year 2	**Animals including humans** I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Animals including humans** I can notice that animals, including humans, have offspring which grow into adults	**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.	**Living things and their habitats** 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.	**Everyday materials** 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. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Plants** I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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Year 3	**Forces** 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.	**Forces** I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. 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.	**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.	**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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**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. I	**Light** I can recognise that they 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 their eyes. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows change.

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Year 4	**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.	**Electricity** 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.	**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 their local and wider environments. I can recognise that environments can change and that this can sometimes pose dangers to living things.	**Animals including humans** I can describe the simple functions of the basic parts of the digestive system in humans. 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.	**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.	**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.