

Science skills progression maps

EYFS	T1- Where am I?	T2- Let's Celebrate	T3- Cracking Ideas	T4 – What a wonderful world!	T5 – How does your garden grow?	T6- Looking back, looking forward
<p>Knowledge and skills</p>	<p>Explorify 'zoom in zoom out' observation skills/ working scientifically/ developing conversation/ prediction skills/ asking questions.</p>	<p>Superhero Experiment about forces (flying superhero on a balloon)</p>	<p>Inventors topic – Look at a broken computer (discuss parts/what is inside/how things work) Introduce Metal 1st (magnets etc.) and then the other 4 materials (plastic, glass, material, wood) and language to describe different materials and what we might use them for.</p> <p>Curiosity cube/cabinet introduced weekly: Used to promote scientific enquiry / conversation about similarities and differences in relation to objects and materials.</p>	<p>Underwater animals - Know about similarities and differences in relation to living things. Use language around different animals groups (fish, mammal, reptile, amphibian, bird). Reading for pleasure books to focus on all other animals also.</p> <p>Make observations of animals use videos and visits.</p> <p>Seas/oceans – making boats (floating and sinking language) Loop of learning for materials.</p> <p>Looking after Environment - Know about similarities and differences in relation to places. Talk about features of their own environment and how environments might vary from one another. Show care and concern for our outdoor environment</p>	<p>Forest school week – outdoor learning focusing on living things including plants and animals. Make observations of plants/talk about the change/ Similarities and differences. Show care and concern for our outdoor environment</p> <p>Rotten fruit experiment – Grow and decay discussion.</p> <p>Jack and the beanstalk topic – Planting our beanstalks. What do plants need/changes of plants over time. Seasonal changes.</p> <p>Minibeast topic – Different environments for different animals, looking at what different animals need to survive.</p>	<p>Dinosaur topic – Looking at different environments. Comparing animals today to dinosaurs.</p> <p>Explorify 'odd one out' observation skills/ working scientifically/developing conversation/prediction skills/ putting an argument or opinion forward/ questioning.</p>
<p>Loops of learning</p>	<p>Children have access to scientific discoveries throughout the year within the continuous provision so learning links will regularly occur.</p>					

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Year 1	T1- Where am I?	T2- Let's Celebrate	T3- Cracking Ideas	T4 – What a wonderful world!	T5 – How does your garden grow?	T6- Looking back, looking forward
Knowledge and skills	<p>Seasonal Changes</p> <p>Can observe changes across the four seasons. Can observe and describe weather associated with the seasons and how day length varies.</p>		<p>Materials</p> <p>Can distinguish between an object and the material from which it is made. Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Can describe the simple physical properties of a variety of everyday materials. Can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Animals including humans</p> <p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Can identify and name a variety of common animals that are carnivores, herbivores and omnivores. Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 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>Plants and trees</p> <p>Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Scientific investigations</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify phenomena. Can use their observations and ideas to suggest answers to questions. Can gather and record data to help in answering questions.</p>
Loops of learning				Seasonal changes Animals including humans	Seasonal changes Animals including humans	Seasonal changes Everyday materials

Science skills progression maps

Year 2	T1- Where am I?	T2- Let's Celebrate	T3- Cracking Ideas	T4 – What a wonderful world!	T5 – How does your garden grow?	T6- Looking back, looking forward
Knowledge and skills		<p>Animals including humans</p> <p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <hr/> <p>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc2/1.4 identifying and classifying</p>	<p>Uses of everyday materials</p> <p>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching for different uses</p>	<p>Living things and their habitats</p> <p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b 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</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d 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.</p> <p>Sc2/1.6 gathering and recording data to help in answering questions.</p>	<p>Plants</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
Loops of learning			<p>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc2/1.4 identifying and classifying</p>		<p>Sc2/1.6 gathering and recording data to help in answering questions.</p>	