



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills

SCIENCE



EYFS		
	Nursery (Three to Four Year Olds)	Reception
Communication and Language	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts Make comments about what they have heard and ask questions to clarify their understanding.
Physical Development	<ul style="list-style-type: none"> Make healthy choices about food, drink, exercise and toothbrushing. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian
Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. 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. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore, describe and test out a range of materials for a variety of purposes e.g. to build houses for the Three Little Pigs. Take care of plants Life cycles Animals and their young

	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Explore and discuss changing seasons. • Light and dark 	
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KS1

	Year 1	Year 2
Working Scientifically	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
Vocabulary	<ul style="list-style-type: none"> • Question, answer, observe, observing, equipment, identify, classify, sort, diagram, chart, map, data, compare, contrast, describe, biology, chemistry, physics, group, record. 	
Plants	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify the basic structure of a variety of common flowering plants, including trees. • Describe and label the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> • 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
Vocabulary	<ul style="list-style-type: none"> • Plant, flower, stem, trunk, leaf, branch, deciduous, evergreen. 	<ul style="list-style-type: none"> • Seed, bulb, seedling, temperature, water, light, grow.

Animals including Humans	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Compare the structure of a variety of common animals (fish, 	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, 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
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	<p>amphibians, reptiles, birds and mammals, including pets).</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. 	
Vocabulary	<ul style="list-style-type: none"> Fish, amphibians, reptiles, birds, insects and mammals including pet., Herbivore, carnivore, omnivore. Sense; taste - tongue, mouth; sight - eyes; hearing - ears, sound; touch - fingers, skin, nerves; smell – nose. Hands, feet, arms, legs, head, neck, torso, chest, back. 	<ul style="list-style-type: none"> Offspring, young, adult, calf, foal, kitten, baby, puppy, piglet. Survival, water, food, air, needs, hygiene, nutrition, exercise, food.
Everyday Materials	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Vocabulary	<ul style="list-style-type: none"> Object, material, wood, plastic, glass, metal, water, rock, property, rough, smooth, hard, soft, strong, weak. 	<ul style="list-style-type: none"> Suitable, unsuitable, wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting and stretching.
Seasonal Changes	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none">
Vocabulary	<ul style="list-style-type: none"> Season, Summer, Autumn, Winter, Spring. Weather, snow, rain, sun, temperature, longer, shorter, light. 	<ul style="list-style-type: none">
Living Things and Habitats	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 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 microhabitats 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.

Vocabulary

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- Living, dead, never lived, movement, respiration, sensitivity, nutrition, excretion, reproduction, growth.
- Habitat, suitability, adapted, plants, animals, habitats, micro-habitats.
- Food chain, food source, predator, prey, producer.