

Science Progression
End of Year Expectations



	EYFS	
Understand the World (working scientifically and subject knowledge)	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talk about why things happen and how things work.</p> <p>Develop an understanding of growth, decay and changes over time.</p> <p>Show care and concern for living things and the environment.</p> <p>Look closely at similarities, differences, patterns and change.</p>	
	Year 1	Year 2
Working Scientifically	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Simple equipment to observe closely</p> <p>Perform simple tests</p> <p>Identify and classify</p> <p>Use his/her observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>Ask simple questions and recognise that they can be answered in different ways including the use of scientific language from the National Curriculum.</p> <p>Use simple equipment to observe closely including changes over time.</p> <p>Perform simple comparative tests</p> <p>Identify, group and classify</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>Gather and record data to help in answering questions including from secondary sources of information.</p>
Animals including humans	<p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Can describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p> <p>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>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene.</p>
Living things and their habitats		<p>Explore and compare the differences between things that are alive, dead and things that have never been alive.</p> <p>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>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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 using food.</p>

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Materials	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and names a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of everyday materials on the basis of their simple physical properties.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>- Uses of materials.</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.</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
Plants	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
Seasonal Changes	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	

Year 1	Year 2
<p>Animals including humans Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak</p>	<p>Animals including humans Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene</p>
<p>Plants Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem</p>	<p>Plants Seeds, Bulbs, Water, Light, Temperature, Growth</p>
<p>Everyday Materials Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</p>	<p>Living things and their habitats Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</p>
<p>Seasonal Changes Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p>	<p>Everyday materials and their uses Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</p>