

KS1 Science Progression



Animals including Humans 11, 12, 13	Seasonal Change	Seasonal Change 24, 25 Winter: Seasonal changes (ongoing.)	Plants 7, 8 Spring; seasonal changes (ongoing.)	Animals including Humans 14 Difference/similarities/ types of animals Materials	Everyday Materials 18, 19, 20, 21, Difference/similarities/ types of animals Materials Summer; seasonal changes (ongoing.)
Skills: - I know how to 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 know how to use the vocabulary and identify: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth - I know how to name and locate parts of the human body, including those related to the senses	Skills: - I know how to observe and describe changes across the four seasons - I know how to observe and describe weather associated with the seasons and how day length varies - I know that it is not safe to look directly at the sun, even when wearing dark glasses	Skills: - I know how to observe and describe changes across the four seasons - I know how to observe and describe weather associated with the seasons and how day length varies - I know that it is not safe to look directly at the sun, even when wearing dark glasses	Skills: - I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - I know how to identify and describe the basic structure of a variety of common flowering plants, including trees - I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Skills: - I know how to describe and compare observable features of animals from a range of groups - I know how to group animals according to what they eat - I know how to identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds - I know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores - I know how to describe and compare observable features of animals from a range of groups - I know how to take care of animals taken from their habitat and understand the need to return them safely to their homes - I know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Skills: - I know how to distinguish objects from materials, describe their properties, identify and group everyday materials - I know how to distinguish between an object and the material from which it is made - I know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - I know how to describe the simple physical properties of a variety of everyday materials - I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties
Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, human, grow, senses	Vocabulary: weather, season, Winter, Spring, Summer, Autumn, temperature, sunrise, daylight, night-time climate, windy, sunny, rainy, snowy, tornado, lightning, thunder rainfall, sunset, horizon, day length, thermometer, rain gauge	Vocabulary: climate, thermometer, rain gauge, season, environment, atmosphere weather, windy, sunny, rainy, snowy, season, Winter, Spring, Summer, Autumn, temperature, tornado, lightning, thunder rainfall, sunrise, sunset, horizon , day length, daylight, night-time,	Vocabulary: Plants: leaves, flowers petals, roots, bulb, seed, stem, grow, plants, tree fruit, trunk, branches, (blossom),	Vocabulary: herbivore, invertebrate, omnivore, vertebrate, fish, amphibians, reptiles, birds and mammals carnivores backbone, cold-blooded, environment, farm gills, pet, temperature, warm-blooded, wild,	Vocabulary: Materials: rubber, wood, fabric, glass, metal opaque/transparent. waterproof Absorbent hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; /not waterproof; not absorbent; brick, paper, elastic, foil,

Working Scientifically:

vocabulary:

questions, answers, equipment, results, sort, explore, observe, similar, similarities, egg timers, ruler, tape measure, metre stick, beaker, collect, measure, record, group, test, compare, describe, different, differences

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Into the Woods	Theme: Famous Historical People	Theme: Great Fire of London	Theme: Africa	Theme: The farm	Theme: Castles, Knights and Dragons
NC Reference: Living things and their habitats 26, 27, 28 Working Scientifically 1, 2, 5, 6	NC Reference:	NC Reference: Uses of Everyday Materials 22, 23 Working Scientifically 1,3, 4, 5, 6	NC Reference: Living things and their habitats 29 Animals (including humans) 16, 17 Working Scientifically 1, 2, 4	NC Reference: Animals (including humans) 15 Plants 9, 10 Working Scientifically 1, 2,3,5, 6	NC Reference:
Skills: - I know how to identify whether things are alive, dead or have never lived - I know how to explore and compare the differences between things that are living, dead, and things that have never been alive - I know how to name different plants and animals and describe how they are suited to different habitats - I know how to 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 - I know how to identify and name a variety of plants and animals in their habitats, including micro-habitats	Skills:	Skills: - I know how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses - I know how to 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 know how to describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Skills: - I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - I know how to describe the basic needs of animals, including humans, for survival (water, food and air) - I know how to 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 - I know how to group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships	Skills: - I know how to describe the basic needs of animals for survival and the main changes as offspring from young animals, including humans, grow into adults - I know how to describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants - I know how to observe and describe how seeds and bulbs grow into mature plants - I know how to find out and describe how plants need water, light and a suitable temperature to grow and stay	Skills:
Vocabulary: microhabitat, movement,, sensitivity, reproduction, Respiration, excretion, Growth, nutrition, living, dead, never alive backbone, balanced diet, bar chart, bones exercise, farm, healthy,	Vocabulary:	Vocabulary: Material, property, transparent, opaque, waterproof, absorbent,flexible, translucent, object hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy;	Vocabulary: Carnivore, herbivore,omnivore, predator, prey, environment, producer, consumer, balanced diet, exercise	Vocabulary: Offspring, germinate, seedling,bulb, root, temperature, conditions, observe, control, recording	Vocabulary:

KS1 Science Progression



hygiene, life cycle, medicine, muscles, offspring, pet, pictogram, skeleton, survive		waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. brick, paper, fabrics, elastic, foil.			
--	--	---	--	--	--