SCIENCE

Our Lady of the Rosary Science Progression of Skills

SCIENCE Knowledge & Skills Progression EYFS & KS1

NATIONAL CURRICULUM			
WORKING SCIENTIFICALLY	• asking simple questions and recognising that they can be **answered in different ways** • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions		
	EYFS	**YEAR 1**	**YEAR 2**
PLANTS	Explore the natural environment through hands-on experiences allowing them freedom to touch, smell and hear the world around them	• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. How does my sunflower change each week?	• 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. What happens to my bean after I have planted it? Do bigger seeds grow into bigger plants?
ANIMALS & HUMANS	Describe and comment on things they have seen whilst outside including plants and animals.	• 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. What are the names for all parts of our bodies?	• 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. Which offspring belongs to which animal? Do all animals have the same senses

			as humans?
LIVING THINGS & THEIR HABITATS	Explore the natural world around them, making observations and drawing pictures of animals and plants.	• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Which tree has the biggest leaves? Is there a pattern in where we find moss growing in the school grounds?	• 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 micro-habitats • 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. What conditions do woodlice prefer to live in? Which habitat do worms prefer – where can we find the most worms?
MATERIALS	Observe ,explore and interact with natural processes in the environment.	• 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 We need to choose a material to make an umbrella. Which materials are waterproof?	• 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. Which material would be best for a little pigs towel? Which material would be the best for the roof of the little pig's house?

		What happens to materials overtime if we bury them in the ground? Which materials can be recycled?	Which materials are shiny and which are dull? Would a paper boat float forever?
SEASONAL CHANGES	Explore and observe the effects of changing seasons in our natural school environment.	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies In which season does it rain the most? Do trees with bigger leaves lose their leaves first in Autumn?	