

 <b>Science – Knowledge Animals Including Humans</b>	EYFS	Year 1	Year 2
	<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <p><b>ELG: Managing Self</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>

 <b>Science – Knowledge Animals Including Humans</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Animals, including humans</b>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</li> <li>• Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• To know a variety of common animals (including fish, amphibians, reptiles, birds and mammals).</li> <li>• To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks, shell)</li> <li>• To know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</li> <li>• To know the five main senses: sight, smell, hearing, taste and touch.</li> <li>• To know that the skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing.</li> <li>• To know that a carnivore is an animal that eats other animals and give some examples.</li> <li>• To know that a herbivore is an animal that eats only plants and give some examples.</li> <li>• To know that an omnivore is an animal that eats both animals and plants, and to give some examples.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how living things change, and that animals have offspring that grow into adults.</li> <li>• To know which offspring comes from which parent animal.</li> <li>• To know the stages in some animal life cycles.</li> <li>• To know that animals, including humans, need water, food and air to survive.</li> <li>• To understand the importance of exercise, a balanced diet and hygiene for humans.</li> </ul>

 <b>Science Knowledge Living Things &amp; Their Habitats</b>	EYFS	Year 1	Year 2
			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul>

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 <b>Science Knowledge Living Things &amp; Their Habitats</b>	EYFS	Year 1	Year 2
<b>Living Things &amp; Their Habitats</b>			<p>To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition.</p> <p>To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes.</p> <p>To know a variety of plants and animals and describe some differences</p> <p>To name a variety of habitats, including woodland, ocean, rainforest and seashore.</p> <p>To know that a habitat is the environment where an animal or plant lives/ grows, because it provides what they need to survive.</p> <p>To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter).</p> <p>To know that living things depend upon each other (e.g. for food, shelter.)</p> <p>To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals</p>

 <b>Science Knowledge Materials Progression</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
	<p><b>Communication &amp; Language</b>  <b>ELG: Speaking</b>                      Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>

 <b>Science Knowledge Materials Progression</b>	EYFS	Year 1	Year 2
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Safely uses and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that objects are items or things.</li> <li>• To know that a material is what an object is made from.</li> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• To know that property refers to how a material can be described.</li> <li>• To describe the physical properties of a variety of everyday materials.</li> <li>• To understand that materials can be grouped based on their physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>• To know why objects are made from particular materials and to give examples of their suitability.</li> <li>• To know that one material can be used for a range of purposes (and to give examples.)</li> <li>• To know that different materials can be used for the same purpose (and to give examples.)</li> <li>• To know why certain materials are unsuitable for particular objects.</li> <li>• To know that a push or pull must be applied to change the shape of a solid object.</li> <li>• To know that solid objects can be squashed, bent, twisted or stretched.</li> <li>• To know that different solid objects may take a different amount of force to change shape</li> </ul>

 <b>Science Knowledge Plants Progression</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
	<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including tree</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>

 <b>Science Knowledge Plants Progression</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Plants</b>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Explores the natural world around him/her.</li> <li>• Describes what he/she can see, hear and feel whilst outside.</li> <li>• Understands the effect of changing seasons on the natural world around him/her.</li> </ul>	<ul style="list-style-type: none"> <li>• To know a variety of common plants, and how they differ.</li> <li>• To know that deciduous trees lose their leaves seasonally, but evergreen trees do not.</li> <li>• To know the basic structure (including leaves, flowers (blossom), fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees.</li> <li>• To begin to understand how plants grow and change over time</li> </ul>	<ul style="list-style-type: none"> <li>• To know that seeds and bulbs grow into seedlings by producing roots and shoots.</li> <li>• To know that seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers.</li> <li>• To know that seeds need water and warmth to germinate.</li> <li>• To know that plants need water, light and a suitable temperature for growth and health.</li> </ul>

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 <b>Science Knowledge and Skills Progression</b>	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p><b>Seasonal Change</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	
<p><b>Seasonal Change</b></p>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to observe changes across the four seasons. Begin to observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> <li>Gather and record data about a variety of weather across the four seasons.</li> </ul>

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 <b>Science</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Working Scientifically Skills Progression</b>	<b>Communication &amp; Language ELG: Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<b>National Curriculum Working Scientifically</b> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions                             <ul style="list-style-type: none"> <li>• Gathering and recording data to help in answering questions.</li> </ul> </li> </ul>	
<b>Working Scientifically</b>  <b>Make Observations</b>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>• Recognises some environments that are different to the one in which he/she lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to observe closely</li> <li>• Use simple equipment to observe closely</li> <li>• Identify and classify</li> </ul>	<ul style="list-style-type: none"> <li>• Observe closely</li> <li>• Use simple equipment to observe closely including changes over time.</li> <li>• Identify, group and classify.</li> </ul>

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 <b>Working Scientifically Skills Progression</b>	EYFS	Year 1	Year 2
<b>Working Scientifically</b> <b>Ask Questions</b>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Start to ask and suggest answers to simple scientific questions</li> <li>Use first-hand practical experiences to find answers</li> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask and raise their own scientific questions</li> <li>Use first-hand practical experiences to find answers</li> <li>Ask simple questions and recognise that they can be answered in different ways involving use of scientific language.</li> </ul>
<b>Working Scientifically</b> <b>Gather Data</b>	<ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to gather and record data simply using words and pictures</li> <li>Gather and record data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Gather and record data using diagrams, words and charts</li> <li>Gather and record data to help in answering questions including from secondary sources of information.</li> </ul>
<b>Working Scientifically</b> <b>Perform Tests</b>	<ul style="list-style-type: none"> <li>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests with support</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests</li> <li>Perform simple comparative tests.</li> </ul>

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 <b>Working Scientifically Skills Progression</b>	EYFS	Year 1	Year 2
<b>Working Scientifically Use Equipment</b>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use simple equipment</li> </ul>	<ul style="list-style-type: none"> <li>Use simple equipment</li> </ul>
<b>Working Scientifically Analyse Data</b>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<ul style="list-style-type: none"> <li>Start to discuss what they have found out</li> </ul>	<ul style="list-style-type: none"> <li>Communicate his/ her ideas, what he/she does and what he/she finds out in a variety of ways.</li> <li>Discuss what they have found out</li> <li>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</li> </ul>

**KS1 End Points**

**KS1 Knowledge End Points**

- Has experienced and observed phenomena, having looked more closely at the natural and humanly constructed world around them.
- Shows curiosity, asking questions about what they have noticed.
- Has developed understanding of scientific ideas through the use of different types of scientific enquiry to answer own questions, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests and finding things out using secondary sources of information.
- Is beginning to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

**KS1 Skills End Points**

- Asks simple questions and recognises that they can be answered in different ways.
- Observes closely, using simple equipment.
- Performs simple tests.
- Can identify and classify.
- Uses their observations and ideas to suggest answers to questions.
- Gathers and records data to help in answering questions.