

**Progression of skills in Science for EYFS, KS1 and KS2**

	Nursary	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Working Scientifically</b>	asking simple questions suggesting answers to questions observing identifying		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 Young Explorers' Programme		asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. Young Explorers' Programme		planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments Young Explorers' Programme	
<b>Animals Including Humans</b>	learn about senses and features of our own bodies. learn about minibeasts, creatures in local environment	Learn about senses and features of our own bodies. <u>Key Vocabulary:</u> Body part names Skeleton Bones Organs Facial features Different Similar Compare Height Health	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,	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	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement <u>Key Vocabulary:</u>	describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey <u>Key Vocabulary:</u>	describe the changes as humans develop to old age <u>Key Vocabulary:</u> Puberty – the vocabulary to describe sexual characteristics	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

		<p>Nutrition Dental health Hydration</p>	<p>birds and mammals including pets)</p> <p>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><u>Key Vocabulary:</u></p> <p>head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue</p>	<p><u>Key Vocabulary:</u></p> <p>offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/hen, kitten/cat, caterpillar/butterfly), survive, survival, water food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)</p>	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine</p>	<p>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>		<p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p> <p><u>Key Vocabulary:</u></p> <p>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle, offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils, evolve, evolution</p>
<b>Plants</b>	plant seeds and care for growing plants	<p>plant seeds and care for growing plants</p> <p><u>Key Vocabulary:</u></p> <p>Grow Change Difference Growth Germinate Root Stem</p>	<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> <p><u>Key Vocabulary:</u></p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to</p>			

		Petal Cycle Habitat Incubate	<u>Key Vocabulary:</u> Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling	grow) and how they vary from plant to plant  investigate the way in which water is transported within plants  explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  <u>Key Vocabulary:</u>  photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport			
<b>Seasonal Changes</b>		understand the effect of changing seasons on the natural world around them  <u>Key Vocabulary:</u>  Season Environment Change Season names Observe Freeze Melt Thaw Ice	observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies.  <u>Key Vocabulary:</u>  weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length					
<b>Materials</b>	use senses to explore natural materials  talk about differences between materials and changes they notice	<u>Key Vocabulary:</u>  Observe Freeze Melt Thaw	distinguish between an object and the material from which it is made  identify and name a variety of everyday materials, including	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,		compare and group materials together, according to whether they are solids, liquids or gases	compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency,	

		Ice Temperature	<p>wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Key Vocabulary:</u></p> <p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p>	<p>paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>Key Vocabulary:</u></p> <p>Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard</p> <p>Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid</p> <p>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p>		<p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><u>Key Vocabulary:</u></p> <p>solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle</p>	<p>conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><u>Key Vocabulary:</u></p> <p>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material</p>	
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<p><b>Living Things and Their Habitats</b></p>	<p>develop vocab and an understanding of animal habitats, similarities and differences in living things ie.sea creatures, minibeasts, wild animals, farm animals etc.</p> <p>learn about minibeasts, creatures in local environment</p> <p>understand the key features of lifecycles of plants and animals</p> <p>respect and care for natural environment and living things</p>	<p>describe what they see, hear and feel whilst outside</p> <p>explore the natural world around them</p> <p>develop vocab and an understanding of animal habitats, similarities and differences in living things ie.sea creatures, minibeasts, wild animals, farm animals etc.</p> <p>understand the key features of lifecycles of plants and animals</p> <p>respect and care for natural environment and living things</p> <p><u>Key Vocabulary:</u></p> <p>Baby Child Teenager Adult Elderly Grow Change Difference Growth Egg, frogspawn Tadpole Cocoon Caterpillar Grow Germinate Root Stem Petal Cycle Habitat Incubate Hatch</p>		<p>explore and compare the differences between things that are living, 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 microhabitats</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 of food</p> <p><u>Key Vocabulary:</u></p> <p>living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied</p>		<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><u>Key Vocabulary:</u></p> <p>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>	<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p> <p><u>Key Vocabulary:</u></p> <p>life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, bulbs, cuttings</p>	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p> <p><u>Key Vocabulary:</u></p> <p>vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, warm-blooded, cold-blooded, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers</p>
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<p><b>Forces</b></p>	<p>explore how things work: mechanical equipment, wind-up toys, pulleys, cogs, pegs and boards</p> <p>Explore and talk about different forces they can feel</p>	<p><u>Key Vocabulary:</u></p> <p>Gravity Push Pull Fast/ slow Observe</p>			<p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p><u>Key Vocabulary:</u></p> <p>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>		<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><u>Key Vocabulary:</u></p> <p>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p>	
<p><b>Light</b></p>		<p><u>Key Vocabulary:</u></p> <p>Light Dark Night Day</p>			<p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p>			<p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they</p>

					<p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p> <p><u>Key Vocabulary:</u></p> <p>light, light source, Sun, sunlight, dangerous</p>			<p>give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><u>Key Vocabulary:</u></p> <p>light, light source, Sun, sunlight, dangerous, straight lines, light rays</p>
<b>Rocks</b>					<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p> <p><u>Key Vocabulary:</u></p> <p>rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, soil, types of soil (e.g. peaty, sandy, chalk, clay), metamorphic, sedimentary, igneous, volcano</p>			

<p><b>Electricity</b></p>						<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Key Vocabulary:</u></p> <p>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p> <p><b>N.B.</b> Children in Year 4 should be introduced to but do not need to use standard symbols for electrical components, as this is taught in Year 6.</p>		<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p> <p><u>Key Vocabulary:</u></p> <p>Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage</p> <p><b>N.B.</b> Children do not need to understand what voltage is, but will use volts and voltage to describe different batteries. The words “cells” and “batteries” are now used interchangeably.</p>
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<p><b>Sound</b></p>		<p><u>Key Vocabulary:</u></p> <p>Listen Hear Sound Noise Noisy</p>				<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p><u>Key Vocabulary:</u></p> <p>Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>		
<p><b>Earth and Space</b></p>						<p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><u>Key Vocabulary:</u></p>		

							Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit	
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