Science progression map

Subject: Science

	Skills	Knowledge	Key Vocabulary
Year 1	**Working Scientifically** • Ask simple questions and recognise that they can be answered in different ways • Use simple equipment to observe closely • Perform simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Plants** • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Use observational drawings. • Identify and describe the basic structure of a variety of common flowering plants, including trees • Looking at plants, recognising features from reference material. • Gather different-shaped leaves. Bark rubbings. Create nature table. • Make observational drawings of plants. • Measure the growth-rate of plants/trees and parts of wild plants. • Measure the parts of wild plants. • Plan how to record the growth of plants and changes in the seasons. **Animals Including Humans** • 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, 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 **Everyday Materials** • 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 • Identify and record materials to classify natural/manmade objects. **Seasonal Changes** • Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Deciduous, evergreen, roots, stem, trunk, leaves, flowers, fruit, seed. Fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore. Skeleton, fins, wings, fur, feathers, claws. Head, body, arms, legs, hands, feet, toes, fingers, ears eyes. Sight, touch, smell, hear, feel. Man-made, natural, wood, plastic, glass, metal, liquid, rock, fabric. Hard, soft, rough, smooth, heavy, light. Season, winter, spring, summer.

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Year 2	**<u>Working Scientifically</u>** • Ask simple questions and recognise that they can be answered in different ways • Use simple equipment to observe closely • Perform simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**<u>Living Things and their Habitats</u>** • 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. • Explore how weather effects habitats. • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Depict links between habitat and animal, and food chains. **<u>Plants</u>** • Observe and describe how seeds and bulbs grow into mature plants. conclude what changes with time, during the growth of a seed and bulb. • Record the changes in seed and bulb growth over time, • Explore the needs of a plant - Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. • Looking at plants in context of habitat, how does habitat provide for them? **<u>Animals Including Humans</u>** • Understand that animals, including humans, have offspring which grow into adults • 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 • Illustrate what humans and other animals need to grow. • 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 **<u>Uses of Everyday Materials</u>** • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching – consider how this may / may not be useful. Use evidence to explain how materials are better-suited than others to their function.	Birth, living, once lived, never alive, dead decay, energy, microhabitat, lifecycle, food chain, source, nutrients, producer, consumer environment, adapt. Bulb, seed, temperature, drought, nutrients, conditions. Oxygen, conditions for life, air, rest, water, exercise, life cycle, reproduction, offspring, adult, , hygiene, exercise, young growth, carbohydrate, protein, fat, vitamins. Brick, paper, cardboard, friction, movement, suitable, surface, stretch, twist, waterproof, flexible, rigid, absorb, force.

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Year 3	**<u>Working Scientifically</u>** • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical comparative enquiries • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations of results and conclusions • Use results to draw simple conclusions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support his/her findings • a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing	**<u>Plants</u>** • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to 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>Animals Including Humans</u>** • 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>Rocks</u>** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter • Explain the formation of rocks – sedimentary, metamorphic and igneous. • Explore the durability of rocks. • What happens when weather effects rocks. • Explain why different rocks are used for different purposes. **<u>Light</u>** • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change **<u>Forces and Magnets</u>** • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others	Roots, stem, leaves, flower, bud, growth, blossom, petals, fruit, vegetables, bulb, seed, pollination, water, light, formation, dispersal, germination, reproduction, nutrition, nutrients, air, soil, fruit, nectar, petal, pollen, stigma, stamen, function, exchange, dispersal, fertilization. Vitamins and minerals, balanced diet, calcium, cartilage, invertebrate, contract, loosen, ribcage, insect, skeleton, muscles, nutrition, protection, protein, carbohydrate, sugars. Extinction, igneous, metamorphic, sedimentary, archaeologist, weathering, molten rock, crust, tectonic plates, scavengers, fossil, durable. Mirror, image, beam, solid, opaque, transparent, object, source, opaque, transparent, translucent, reflection, dark, light source, shadow, solid, straight, natural, artificial, travels, shortest, longest, highest, lowest, shape, change, block. Metal, material, surface, friction, force magnetic,

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		• 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 • Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing	nonmagnetic, pole, north, south, forces, repel, attract, magnets.
Year 4	**<u>Working Scientifically</u>** • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical comparative enquiries • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations of results and conclusions • Use results to draw simple conclusions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings	**<u>Living Things and their Habitats</u>** • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things **<u>Animals Including Humans</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 • Explore how teeth decay over time. • Construct and interpret a variety of food chains, identifying producers, predators and prey **<u>States of matter</u>** • Compare and group materials together, according to whether they are solids, liquids or gases • 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) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **<u>Sound</u>** • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases **<u>Electricity</u>** • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Kingdom, classification key, species, fungi, bacteria, climate change, characteristics, offspring, extinction, pollution. Digestion, excretion, peristalsis, anus, duodenum, small intestine, large intestine, stomach, rectum, oesophagus, tongue, saliva, acid, bile, enzymes, incisors, canines, molars, predator, prey, producer, consumer, primary, secondary, tertiary. Bond, condensation, evaporation, reversible, boiling point, melting point, liquid, gas, thermometer, water cycle, continuous precipitation, surface run off process, sublimation absorption, dissolving, energy, evaporation, freezing, matter, melting, particle, temperature, ice, water, solid, atoms, degrees Celsius. Absorption, conductor, energy, insulator, wave particle, vibration, percussion instrument, wind

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		• 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 • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors	instrument, string instrument, frequency, volume, pitch, transverse wave, longitudinal wave, medium, vacuum. Component, conductor, energy, insulator, particle, property, material circuit, appliance, charge, electron, battery, cell, bulb, buzzer, switch, wire, current electricity, static electricity, negative terminal, positive terminal, chemical reaction, emit.
Year 5	**<u>Working Scientifically</u>** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • 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 • movement of the sun across the sky	**<u>Living Things and their Habitats</u>** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals **<u>Animals Including Humans</u>** • Describe the changes as humans develop to old age **<u>Properties and Changes of Materials</u>** • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • 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 **<u>Earth and Space</u>** • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Metamorphosis, pupa, larva, chrysalis, caterpillar, tadpole, hatchling, fledgling, insect. Lifecycle, life span, embryo, womb, weaned, adolescence. Irreversible, dissolve, soluble, insoluble, solvent, solute, solution, filter, sieve, saturation, crystallization, thermal, chemistry. Planet, satellite, sphere, solar system, eclipse, star, universe, constellation, axis, celestial body, Moon, rotating, lunar, solar, telescope, rotation. Energy, matter, particle, surface, friction, force, stretch, squash, rotation, rough, smooth, sliding friction, static friction

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		• Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	acceleration, air resistance, buoyancy, effort, force meter, fulcrum, gravity, load, mass, mesh, Newton, pivot, rigid, streamlined, terminal velocity, unsupported, water resistance, weight.
Year 6	**Working Scientifically** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments	**Living Things and their Habitats** • 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 • Give reasons for classifying plants and animals based on specific characteristics **Animals Including Humans** • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans **Evolution and Inheritance** • 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 • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Light** • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • 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	Micro-organism, virus, thorax, arthropod, abdomen, arachnid, antenna, jointed limbs. Artery, aorta, atrium, blood vessels capillary, circulatory system, vein, pulse, ventricle, replenished, resting heart rate, body. Evolution, natural selection, variation, advantageous. Absorption, energy, property, reflection, wave, mirror, incident ray, image, beam, photons (Tier 3), solid, opaque, transparent, object, source, angle of incidence, angle of reflection, refraction, spectrum, translucent, medium, periscope. Circuit, component, conductor, energy, insulator, particle, property, material, appliance, charge, electron, battery, cell, bulb, buzzer, switch, wire,

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		• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **<u>Electricity</u>** • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 Use recognised symbols when representing a simple circuit in a diagram	current electricity, static electricity, negative terminal, positive terminal, voltage, chemical reaction, emit series circuit, parallel circuit, resistance, voltage.