



## SOUTH WOOTTON INFANT SCHOOL

### Science Progression

	EYFS	YEAR 1	YEAR 2
Working Scientifically	<ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Talks about why things happen and how things work</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions when prompted.</li> <li>• Make relevant observations</li> <li>• Perform simple tests with support</li> <li>• Identify and classify</li> <li>• Use observations and ideas to suggest answers to questions</li> <li>• With prompting, suggest how findings could be recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways</li> <li>• Observing closely using simple equipment</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions.</li> </ul>
Biology Plants	<ul style="list-style-type: none"> <li>• Make observations of plants in the environment through pictures, words and photographs</li> <li>• Recognise similarities and differences between plants</li> </ul>	<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 trees.</li> </ul>	<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</li> </ul>

<p>Animals, including humans</p>	<ul style="list-style-type: none"> <li>• Talk about changes that occur in plants as they grow</li> <li>• Make observations of animals through pictures, words and photographs</li> <li>• Recognise similarities and differences between animals</li> <li>• Talk about changes that occur in animals as they grow</li> </ul>	<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 herbivores, carnivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>	<p>healthy</p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of a plant root, stem, trunk, leaves and flowers</li> <li>• Explore the requirements of plant for life and growth (air, light, water, nutrients from soil, and room to grow) how they vary from plant to plant.</li> <li>• Investigate how water is transported within plants?</li> <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, air)</li> <li>• Describe the importance of humans for exercise eating the right amounts of different types of food and hygiene.</li> <li>•</li> </ul>
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Living things and their habitats

- Identify, name, draw and label the basic parts of a human body and say which part of the body is associated with each sense.
- Recognise that animals and humans cannot make their own food, they get nutrition from what they eat.
- Order a simple food chain labelling predator, prey, carnivore, herbivore, producer and explain how it works.
- Describe a human and animal life cycle.
- Explore and compare the differences between things that are living, dead and things that have never been alive. Explain how they know this through labelling, explaining that living things feed, move, grow, reproduce and use their senses.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of animals and plants and how they depend on each other. Identify habitats in their own environment as well as the wider world.

			<ul style="list-style-type: none"> <li>• Identify and name a variety of plants, animals in their habitat, including microhabitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</li> <li>• Identify and name different sources of food. Label with prey, predator, producer</li> </ul>
Physics Seasonal Changes	<ul style="list-style-type: none"> <li>• Recognise and comment upon the weather and weather vocabulary.</li> <li>• Recognise and how weather is different at different times of the year/from day to day.</li> </ul>	<ul style="list-style-type: none"> <li>• To observe changes across the 4 seasons</li> <li>• To observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about changes across the 4 seasons</li> <li>• Describe a how and why the day length changes</li> </ul>
Chemistry Materials	<ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to objects and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material it is made from</li> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of everyday materials.</li> <li>• Compare and group a variety of everyday materials on basis of their simple physical properties</li> </ul>	<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 stretching.</li> </ul>