Science	Progression			Inte National Curricu		ies		Implementation		Impact	
Year group	Skills knowledge the children should already have	Autumn 1	Autu mn 2	Spring 1	Spring 2	Summer 1	Summer 2	How will this be taught? Working scientifically	What skills/knowledg e will children have acquired?	Key vocabulary	Key Questions
1	eyfs - To observe the effects of physical activity on their bodies. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To develop an understanding	Animals in. humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Anim als in. huma ns Identi fy and name a variet y of com mon anim als includ ing fish, amph ibians , reptil es, birds and mam mals. Identi fy and name	Everyday material Distinguish betwee and the material fis made. Identify and name everyday material wood, plastic, glas water, and rock. Describe the simple properties of a variety and grown a variety of everyday materials on the bis simple physical properties.	en an object from which it a variety of s, including ss, metal, le physical riety of ss. up together day asis of their	Plants Identify and name a variety of common wild and garden plants, including deciduou s and evergree n trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Asking simple questions Observing closely, using some simple equipment Performing simple tests Identifying and classifying Using observations and ideas to suggest answers to questions Begin to make records of findings in appropriate forms	Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including pets. Know the names of the main body parts (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). Know about the changes in weather and the seasons. Become familiar with the names of materials and properties such as hard/soft; stretchy/stiff; shiny/dull;	Common animals: Fish, amphibians , reptiles, birds, mammals, pets, omnivores, carnivores, Herbivores, senses: tonguetaste; nosesmell; eyesvision; skintouch; earshearing. Season: summer, winter, autumn, spring, day, daytime. Weather: wind, rain, snow, hail,	AIH Which body part is responsible for taste? Smell? Touch? Sight? Hearing? Label the body parts (head, arm, leg, foot, tummy and head) on a body outline. Give an example of each of the following types of animals – bird, reptile, amphibian, mammal. If an animal eats both plants and meat, what would it be called? What is a herbivore? What is a carnivore? What is the name of the season that happens in March, April and May? June July August? September October, November? December, January February? What season am I? Baby animals are often

of growth, decay and variet bendy/not bendy/ not bendy: waterproof/not waterproof	Electricity – Sound – States of matter – Anim	ais including n	iumans – Living things and their habitats – Force	s – Earth and Spac	e – Properties and	changes of materials – Light –	inneritance and evolution – Pi	ants – rocks – seasona	cnanges
changes over time. com time. com time. com EYFS - To mon comment and ask questions about aspects are of their camiv their common place where place where they live or and the natural world. Vores. They talk about the features of features of features of environment and how environment and how environments or environments or environments and how things work. To begin to be interested in and describe work. Common time. EYFS - To anim the struct of the short of the struct of th	of growth,						rough/smooth;	sleet, fog,	
time. EYFS - To anim ask questions about aspects of their natural words. They talk about the features of comp immediate environment and how environments and how environment and how environments an	decay and						bendy/not	sun, hot,	
time. EYFS - To mon anim anim ask questions ask questions about aspects are aplace where they live or and anim anim ask questions about the features of their about the features of comp immediate environment struct and how and how environment struct and how anim and how anim and how anim and how things the mon anim and how the mon anim and how things the mon anim and how the mon anim and the mon anim and how things the mon anim and the mon anim anim anim anim anim anim anim ani	changes over	y of					bendy;	warm, cold.	
waterproof; absorbent/not dasorbent/not dasorbent and ask questions about aspects of their carniv familiar world, ores, such as the place where voves they live or the natural world. Description of their own immediate environment and how environments and how environments might vary from one another. EYFS - To talk about things work. To begin to be interested in and discribes work. To begin to be interested in and dask questions where words and the natural work. To begin to be interested in and dask questions that the total and how things works. To begin to be interested in and dask questions and the natural water proof, flexible, both or flexible waterproof, flexible, both or entitler? Is glass waterproof, flexible, both or flexible waterproof, flexible, both or entitler? Is glass waterproof, flexible, both or flexible waterproof, flexible, both or entitler? Is glass waterproof, flexible, both or entitler? Is glass waterproof, flexible, both or entitler?	time.	com					waterproof/not		
comment and ask questions about aspects are about aspects or their familiar world, such as the place where they live or they talk about the features of their own and limediate environments and how ure of smight vary from one another. EYFS - To anim things work. To begin to be interested in and down work. To begin to be interested in and down work. To begin to be interested in and describe works. about aspects or e and that that that the that and sake questions and that that that that about aspects or e another. To begin to be interested in and describe works. about aspects or e another and that that that that that that that the and associated aspect of their own are about the form and the that that that the that that the that that	EYFS - To						•	wood.	_
about aspects of their familiar world, such as the place where the natural world. Descr They talk about the environment and how environments and how ure of might vary from one another. EYFS - To another EYFS - To another EYFS - To another EYFS - To another and how things work. To begin to be interested in and describs work. To begin to be interested in and describs work. To begin to be interested in and describs work. To begin to be interested in and describs brids absorbent; opaque/transpa rent. opaque/transpa rock, brick, brick, paper. rock, paper. rock, brick, paper. rock, brick, paper. rock, paper. rock, brick, paper. rock, brick, paper. rock, p	comment and						•		
about aspects of their carniv familiar world, ones, such as the place where they live or ond the natural world. Opescr they live or ond the natural world will be natural world will be natural world will be natural world will be natural world waterproof another. In on another. In on on this happen and omph how things (fish, happen and omph how things (fish) the fish this season. It is usually this cannot fish this season. It is usually this cannot fabric, paper, hard the world and the material world be season. It is usually this season. It is usually this cannot fabric, paper							•		
of their familiar world, such as the place where they live or the natural world. They talk about the environment and how environments might vary from one another. EYFS - To anim binns binns binns work. To begin to be interested in and describe binds ore, fabrics, flis susually the warners teason. It is usually the warners teason. It is usually the warners teason. It is usually the warners teason. EAR ON ON this of another event or something else that happen and somethin diplants; season? It is usually the warners teason. EAR ON ON this of another event or something else that happen and somethin diplants; season? In what season would you wear gloves, jumpers and hats? EDAY MATERIALS What object is made from etal? What object is made from wood? What material would be best to make a door? What material would be best to make a jumper? What material would be best to make a jumper? What material would be best to make a a window? reptil binds or the natural with common names of flowers and plant structures. elastic, foil. rock, brick, fabrics, elastic, foil. rock, prick, fabrics, elastic, foil. rock paper, fabrics, elastic, foil. rock paper. fabric years from plants object is made from etal? What object is made from etal. What reproof, field paper. From one come of the warrence of	· · · · · · · · · · · · · · · · · · ·						· · · · · · · · · · · · · · · · · · ·		
familiar world, such as the place where vores they live or the natural world. They talk about the features of comp their own immediate environment and how environments might vary from one another. EYFS - To anim that about why things work. To begin to be interested in and describe work. To begin to be interested in and describe world. To begin to be interested in and describe world. They talk about wores. Descr and bear words. Descr and bear words. Descr and and bear the words. Descr and and provide words. Descr and treatments of another word and provide words. Descr and treatment would be best to make a door? What material would be best to make a provide plants; Become familiar with common and another. Descr anther event or another, and the provide words and the event or she that happen and and another. Descr and the event or she that happen and and and the words. To begin to be interested in and describe birds Descr and the words. They talk about and the words and the provide words and the event or she that happen and and the words and the provide and the provide and the provide words and the event or she that happen and and the provide and the provid	•							•	
such as the place where vores they live or and omni world. They talk about the features of the environment and how ure of environments might vary from one another. EYFS - To anim another. EYFS - To anim things (fish, happen and how things work. To begin to be interested in and grafts. They talk about the features of the environments and how whitings work. To begin to be interested in and describe world. They talk about the features of comp the the environment and how the environment and how the environment and how things work. To begin to be interested in and describe but the place where they live or fabrics, foil. properties: hardy, foil, foil, foil, properties: hardy, foil, foil, foil, properties: hardy, foil, foil, properties: hardy, foil, foil, properties: hardy, foil, foil, properties: hardy, foil, properties: h									•
place where they live or the live or the natural word. They talk about the features of their own immediate environment and how ure of enough to sure the environments might vary from one another. EYFS - To anim and how things work. To begin to be interested in and how things work. To begin to be interested in and how things work. To begin to be interested in and describe word. They talk about the features of comp their own immediate the environment struct and how ure of the company their own the proof the company their own the proof the company that season would you wear gloves, jumpers and hats? EDAY MATERIALS what object is made from plastic? What object is made from the proof the company that the company the company that the company the company the company that the company that the company that the company the company that	The state of the s								
they live or the natural word. word. Descr be about the features of features of immediate environment and how ure of environments might vary from one another. EYFS - To anoim talk about why things (fish, happen and how things work. To begin to be interested in and fescribe word. To be interested									
the natural world. They talk about the and gradient structures. They talk about the features of comp their own immediate environment and how environments and how environments might vary from one another. EYFS - To anim talk about als why things (fish, happen and how things work. To begin to be interested in and describe the solution of the solu	•								
world. They talk about the features of ibe and features of immediate environment and how ure of environments might vary from one another. EYFS - To anim talk about why things happen and how things work. To begin to be interested in and describe world. Descr ibe and ff; shiny/dult; rough/smo oth; bendy/not waterproof /not waterproof /not waterproof /not waterproof /not waterproof /i absorbent/ not absorbent/ opaque/tra nsparent. Common: wild plants; garden and describe birds In what season would low water gloves, jumpers and hats? EDAY MATERIALS What object is made from plastic? What object is made from dabric? What object is made from wood? What object is made from wood? What object is made from weatal? What object is made from metal? What object is made from metal	· ·								
They talk about the features of comp their own immediate the environment and how ure of another. EYFS - To anim another.		vores.					piant structures.		
about the features of comp their own are immediate the environment and how ure of environments a might vary from one another. EYFS - To anim and why things (fish, happen and how things work. To begin to be interested in ess, garden watersteal in and describe in the features of their own are immediate? Indicate the environment are when their own are immediate the environment are immediate the environments and the environments are immediate. ETFS - To anim and any things (fish, things things the period of the interested in ess, birds and describe and the environment are immediate. ETFS - To anim and the environment and the environment are immediate. ETFS - To anim and the environment are immediate. EDAY MATERIALS What object is made from plastic? What object is made from plastic? What object is made from plastic? What object is made from wood? What material? would be best to make a door? What material would be best to make a jumper? What material would be best to make a jumper? What material would be best to make a window? Is ceramic waterproof, flexible, both or neither? Is glass waterproof, flexible, both or neither? Is glass waterproof, flexible, both or neither? The environment are inversed in the environment and the environment are the environment and th		Descr							In what season would
features of their own are immediate the the their own and how the environment and how with another. EYFS - To anim and absorbent/ talk about why things how things work. To begin to be interested in and describe and service waterproof, their own are immediate to the environment are immediate to the environments are immediate the environments are immediate to the pending in the provided in the environment and the provided in the environments are included in the provided in the environments are included in the provided in the environment and the provided in	•	ibe							you wear gloves,
their own immediate the struct solvent and how are of another. EYFS - To anim and why things (fish, happen and how things work. To begin to be interested in and describe immediate the environments (immediate the environments to the endy/not bendy/not bendy/not bendy/not waterproof (form plastic? What object is made from plastic? What object is made from weaterproof (form one another. and form metal? (what object is made from wood? What object is made from plastic. What object is made from		and							jumpers and hats?
immediate environment and how environments and how environments might vary from one another. EYFS - To anim talk about why things happen and how things work. To begin to be interested in environment tand how ure of environments and how ure of environments and how ure of environments and how ure of bendy; waterproof hot waterproof /not waterproof /n		comp							EDAY MATERIALS
environment and how environments might vary from one another. EYFS - To talk about why things happen and how things work. To begin to be interested in and describe environment and how ure of bendy/not bend									-
and how environments might vary from one another. EYFS - To anim absorbent/ talk about why things (fish, happen and how things work. To begin to be interested in and describe in and describe.		the							•
environments might vary from one another. EYFS - To talk about why things happen and how things work. To begin to be interested in and describe environments waterproof /not waterproof /hat material would be best to make a door? What material would be best to make a jumper? What material would be best to make a window? Is ceramic waterproof, flexible, both or neither? Is glass waterproof, flexible,								• 1	=
might vary from one another. EYFS - To anim alsorbent/ talk about why things (fish, happen and how things work. To begin to be interested in and describe another. Eyfs - To anim anim talk about als (fish, happen and how things work. To begin to be interested in and describe	and how	_						bendy;	_
from one another. EYFS - To talk about why things happen and how things work. To begin to be interested in and describe another. y of com mon anim anim to paque/tra nsparent. Common: waterproof y habsorbent/ not absorbent/ opaque/tra nsparent. Common: wild plants; garden plants: waterproof y hat material would be best to make a jumper? What material would be best to make a window? Is ceramic waterproof, flexible, both or neither? Is glass waterproof, flexible,	environments							waterproof	
another. EYFS - To talk about why things happen and how things work. To begin to be interested in and describe another. EYFS - To anim anim als (fish, and describe another. EYFS - To anim anim als (fish, anot als (fish, anot anmph bibians work. To begin to be interested in and describe another. Waterproof it omake a door? What material would be best to make a jumper? What material	might vary							/not	
another. EYFS - To talk about why things happen and how things work. To begin to be interested in and describe and describe mon anim absorbent/ not absorbent; opaque/tra not amph ibians work. To begin to be interested in and describe and describe it to make a door? What material would be best to make a jumper? What material would be best t	from one							waterproof	
EYFS - To talk about why things happen and how things work. To begin to be interested in and describe EYFS - To talk about als (fish, not absorbent; paque/tra not absorbent; popaque/tra not absorbentification absorbentification absorbentification absorbentification absorbentification absor	another.							;	
talk about why things happen and how things work. To begin to be interested in and describe talk about why things (fish, absorbent; opaque/tra nsparent. Common: wild plants; garden plants: waterproof, flexible, birds be best to make a jumper? What material would be best to make a window? Is ceramic waterproof, flexible, both or neither? Is glass waterproof, flexible,	EYFS - To							absorbent/	
why things happen and how things work. To begin to be interested in and describe why things (fish, amph opaque/tra nsparent. Common: wild plants; garden neither? Is glass waterproof, flexible, birds interested in and describe why things fish, amph opaque/tra nsparent. Common: wild plants; garden neither? Is glass waterproof, flexible,	talk about							not	
happen and how things work. To begin to be interested in and describe happen and both things would be best to make a window? Is ceramic waterproof, flexible, both or neither? Is glass waterproof, flexible, birds	why things							absorbent;	
how things work. To begin to be interested in and describe how things work. reptil es, birds ibians reptil es, birds nsparent. Common: wild plants; garden neither? Is glass waterproof, flexible, waterproof, flexible,								· ·	-
work. To begin to be interested in and describe Work. reptil es, birds Is ceramic waterproof, flexible, both or neither? Is glass waterproof, flexible,									
To begin to be interested in and describe To begin to be interested in and describe To begin to be interested in and describe To begin to be interested in neither? Is glass waterproof, flexible,	9	,							
interested in and describe es, birds es, birds neither? Is glass waterproof, flexible,		reptil							
and describe birds birds waterproof, flexible,	_	-						The second secon	neither? Is glass
both or neither? What		birds							waterproof, flexible,
	and describe	and						plants,	both or neither? What

Electricity – Sound – States of matter – Anii	nals including l	numans – Living things and their habitats – Force	s – Earth and Spa	ce – Properties and o	hanges of materials – Light – I	nheritance and evolution – Pl	lants – rocks – seasona	l changes
the texture of	mam						deciduous;	would the best
things.	mals,						evergreen.	material to make a
To look closely	includ						Tree:	winter hat?
at similarities,	ing						deciduous,	What material is
differences,	pets).						evergreen,	opaque? What
patterns and							trunk,	material is flexible?
change.							branches,	What material is hard?
EYFS - To							leaf, root,	What material is soft?
								Explain the meaning of
know about							Fruit,	the following
similarities							vegetables,	properties:
and							bulb, seed.	transparent, smooth,
differences in							Plant: leaf,	absorbent. PLANTS
relation to							root,	Label the parts of the
places,							leaves,	plant on a diagram
objects,							bud,	(flower, leaf, roots,
materials and							flowers,	stem).
living things.							blossom,	What part of a plant
They talk							petals,	collects sunlight? What
about the							stem.	part of a plant takes in
features of								water from the soil and
their own								keeps the plant in the
immediate								ground? What part of
environment								the plant helps to
and how								support the plant and
environments								carry water to different
								parts of the plant?
might vary								What does evergreen
from one								mean?
another.								Which part of the plant
								is a bee attracted to –
								stem, flower, roots,
								leaves?
								What would a tree look
								like in winter? Draw it.
								What does a plant
								need to survive?

Science	Progression	Intent Objectives					Implementation		Impact	S
			National Curricu	lum Objectiv						
Year	Skills	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2	How will this be	What	Key	Key Questions
group	knowledge the children	Autumn 2					taught? Working	skills/knowledg e will children	vocabulary	
	should						scientifically	have acquired?		
	already have						Selectivities	nave acquirea.		
	Y1 - Distinguish	Use of everyday	Living things	Animals	Plants	Animals	Asking simple	Become familiar	Wood,	EM
」つ	between an	materials	and their	in. humans	Observe	in.	questions	with how some	metal,	What material would
	object and the	Identify and	habitats	Describe	and	humans		materials are	plastic,	be suitable for a
	material from	compare the	Explore and	the	describe	Notice	Observing	used for more	glass, brick,	towel? Which three
	which it is	suitability of a	compare the	importanc	how	that	closely, using	than one thing	rock,	materials would be
	made.	variety of everyday	differences	e for	seeds and	animals,	some simple	or different	paper,	most suitable for
	Identify and	materials, including	between things	humans of	bulbs	including	equipment	materials are	cardboard,	making a spoon?
	name a variety	wood, metal,	that are living,	exercise,	grow into	humans,	Performing	used for the	squashing	What is an example
	of everyday materials.	plastic, glass, brick, rock, paper and	dead, and things that have	eating the right	mature plants.	have offspring	simple tests	same thing.	bending,	of a man-made
	including wood,	cardboard for	never been	amounts	Find out	which	Simple tests	Know that	twisting,	material?
	plastic, glass,	particular uses.	alive.	of different	and	grow into	Identifying and	properties of	stretching,	What is an example
	metal, water,	Find out how the	Identify that	types of	describe	adults.	classifying	materials make	matches,	of a natural
	and rock.	shapes of solid	most living	food, and	how	Find out	ciassifyilig	them suitable or	Woods:	material?
	Describe the	objects made from	things live in	hygiene.	plants	about and	Using	unsuitable for	floors,	Which recycling bins
	simple physical	some materials can	habitats to	Animals in.	need	describe	observations		-	, ,
	properties of a	be changed by	which they are	humans	water,	the basic		particular	telegraph	would the following
	variety of	squashing, bending,	suited and	Notice that	light and	needs of	and ideas to	purposes.	poles.	objects go in:
	everyday	twisting and	describe how	animals,	a suitable	animals,	suggest	Know who John	Metal:	newspaper, glass,
	materials.	stretching.	different	including	temperat	including	answers to	Dunlop, Charles	coins, cans,	jam jar, book, tin of
	Compare and		habitats provide	humans,	ure to	humans,	questions	Macintosh and	cars, table	beans, can of fizzy
	group together		for the basic	have	grow and	for		John McAdam	leg.	drink, milk bottle and
	a variety of		needs of	offspring	stay	survival	Gathering and	are and what	Spoons:	a plastic bottle?
	everyday		different kinds	which	healthy.	(water,	recording data	they developed.	plastic.	Which three
	materials on		of animals and	grow into		food and	to help in	Pupils should	John	materials would be
	the basis of		plants, and how	adults.		air).	answering	know the basic	Dunlop –	most suitable for
	their simple physical		they depend on each other.	Find out about and		Describe the	questions and	needs of	rubber	making a drinking
	properties		Identify and	describe		importanc	consider	animals for	Charles	bottle?
	.EYFS – know		name a variety	the basic		e for	presenting	survival, as well	Macintosh	What three items
	the importance		of plants and	needs of		humans	findings	as the	_	can be stretched?
	for good health		animals in their	animals,		of		importance of		Why is leather a

of physical	habitats,	including	·	exercise,	Start to	exercise and	waterproof	good material for
exercise, and a	including micro-	humans,		eating the	consider the	nutrition for	fabric.	making shoes?
healthy diet	habitats.	for survival		right	idea of fair	humans. Begin	Offspring,	AIH
and talk about	Describe how	(water,		amounts	testing	to know the	grow,	What are the three
ways to keep	animals obtain	food and		of		process of	adults, egg,	stages of a frog's
healthy and	their food from	air).		different		growth in	caterpillar,	lifecycle?
safe.	plants and other animals, using	Describe the		types of food, and		animals and	pupa,	Draw the lifecycle of
Y1 - Identify	the idea of a	importanc		hygiene.		humans (egg,	butterfly,	a chicken.
and name a	simple food	e for		nygiche.		chick, chicken;	spawn,	What three things
variety of	chain, and	humans of				egg, caterpillar,	tadpole,	must an animal have
common	identify and	exercise,				pupa, butterfly;	frog, lamb,	to grow and survive?
animals that	name different	eating the				spawn, tadpole,	sheep,	What are two things
are	sources of food.	right				frog; baby,	baby,	that human babies
carnivores,		amounts				toddler, child,	toddler,	cannot do for
herbivores and		of different				teenager, adult.	child,	themselves?
omnivores.		types of				How the local	teenager,	What foods should
Describe and		food, and hygiene.				environment	adult, egg,	you avoid eating lots
		riygierie.				changes	chick,	of in order to stay
compare the structure of a						throughout the	chicken,	healthy?
						year and how	nutrition,	How else can a
variety of						different plants	reproduce,	person stay healthy?
common animals (fish,						grow. Begin to	survival,	When should you
amphibians,						understand the	water,	wash your hands?
reptiles, birds						process of	food, air,	Give three examples.
and						reproduction	exercise,	PLANTS
mammals,						and growth in	hygiene.	Order the lifecycle of
including						plants.	Suitable,	a bean.
pets).						Know the	temperatur	What makes a plant
Identify,						certain	e,	grow?
name, draw						characteristics	germinatio	What is the function
and label the						that are	n,	of the following
basic parts of						essential for	reproductio	parts of a plant:
the human						keeping living	n, grow,	roots, leaves, flower,
body and say						things alive and	healthy	stem?
which part of						healthy.	Living,	
willen part of						Understand the	dead,	

Electricity – Sound – State	s of matter – Animals including h	umans – Living things and th	neir habitats – Forces	s – Earth and Space	– Properties and o	hanges of materials – Light –	Inheritance and evolution – Pl	ants – rocks – seasona	l changes
the body is							word habitat	never alive,	What two reasons
associated							and micro-	habitats,	could explain why a
with each							habitat and	micro-	plant hasn't grown?
sense.							have observed	habitats,	Why do plants
Y1 - Identify							their local	food, food	produce seeds?
and describe							environment	chain, leaf	Jack put some soil in
the basic							and see how	litter, stony	a small pot. He
structure of a							living thigs	path, under	planted the seeds
variety of							depend on each	bushes,	and put the pot
common							other – plants	shelter,	somewhere warm.
plants,							as a food source	seashore,	The seeds did not
including trees.							of food and	woodland,	grow. Why not?
							shelter for	ocean,	Why do seeds have a
							animals.	rainforest,	hard outer layer?
							Made	conditions,	LIVING THINGS
							comparisons	hot/warm/	Give two examples
							about animals	cold,	of things that have
							in familiar and	dry/damp/	been alive, used to
							less familiar	wet,	be alive or never
							habitats	bright/shad	lived.
							(seashore,	e/dark	If something does
							woodland,		not need food to
							ocean,		live, is it alive or not
							rainforest).		alive?
									If something can
									have babies
									(reproduce), is it
									alive or not alive?
									If something can
									grow and move, is it
									alive or not alive?
									What animals would
									be found in the
									following habitats:
									forest, underground,

Electricity – Sound – State	es of matter – Animals including h	numans – Living things and t	neir habitats – Force	s – Earth and Space	- Properties and	changes of materials – Light –	nheritance and evolution – P	lants – rocks – seasona	
									river, ocean,
									rainforest?
									What is it called
									when an animal is
									the same colour as
									its habitat?
									Why would an
									animal want to blend
									in with its
									surroundings?
									What is a
									microhabitat? What
									order would a food
									chain including a fox,
									grass and a rabbit go
									in?
				1					

Science	Progression			Inte	nt	<u>'</u>		Implementation		Impact	
				National Curricu		res					
Year	Skills	Autumi	n 1	Spring 1	Spring 2	Summer 1	Summer 2	How will this be	What	Key	Key Questions
group	knowledge	Autumi	n 2					taught?	skills/knowledg	vocabulary	
	the children							Working	e will children		
	should							scientifically	have acquired?		
	already have										
	EYFS – know	Rocks	Anim	Forces and	<u>Light</u>	<u>Plants</u>		Asking relevant	Tell the	Appearance,	ROCKS
3	the importance	Compare	als in.	magnets	Recognise	Identify and		questions	different	physical,	What are the three
3	for good health	and group	<u>huma</u>	Compare how	that they	the function	ns of		between	properties,	different rock types?
	of physical	together	<u>ns</u>	things move on	need light	different pa	rts of	Setting up	different kinds	hard/soft,	Give an example of
	exercise, and a	different	Identi	different	in order to	flowering p		simple practical	of rocks and	shiny/dull,	natural rock for each.
	healthy diet	kinds of	fy	surfaces.	see things	stem/trunk,	leaves and	enquiries,	soils including	rough/smoo	What is the only type
	and talk about	rocks on	that	Notice that	and that	flowers.			from the local	th,	of rock where you can
	ways to keep	the basis	anim	some forces	dark is the	Explore the		comparative		absorbent/n	find fossils?
	healthy and	of their	als,	need contact	absence of	requiremen		and fair tests	environment.	ot	What are the three
	safe.	appearanc	includ	between two	light.		growth (air,		Developed their	absorbent,	different types of
	Y1 - Identify,	e and	ing	objects, but	Notice that	light, water		Making	knowledge of	fossils,	fossil? Give an example
	name, draw	simple	huma	magnetic forces	light is	from soil, a		accurate	the importance	sedimentary	of a fossil for each
	and label the	physical	ns,	can act at a	reflected	grow) and h		measurements	of nutrition.	, rock, soils,	type.
	basic parts of	properties.	need	distance.	from	vary from p	lant to	using standard	Know the main	organic	Name the three
	the human	Describe in	the	Observe how	surfaces.	plant.		units, using	body parts	matter,	different layers of soil.
	body and say	simple	right	magnets attract	Recognise	Investigate		some	associated with	buildings,	What are the four
	which part of	terms how	types	or repel each	that light	which wate		equipment	the skeleton	gravestones,	items that make soil?
	the body is	fossils are	and	other and	from the	transported	within		and muscles.	grains,	AIH
	associated with	formed	amou	attract some	sun can be	plants.		Gathering,	Know that	crystals.	Name one reason
	each sense.	when	nt of	materials and	dangerous	Explore the	•	recording,	different parts	Nutrition,	animals and humans
	Y2 - Notice that	things that have lived	nutrit	not others.	and that	flowers play			of the body	nutrients,	need food.
	animals,		ion,	Compare and	there are	cycle of flov		classifying and		carbohydrat	What are the 5 main
	including	are	and	group together	ways to	plants, inclu	_	presenting data	have special	es, protein,	food groups? What nutrient does
	humans, have	trapped within	that	a variety of	protect	pollination, formation a		in a variety of	functions.	fats, fibre,	
	offspring which grow into	rock.	they	everyday	their eyes.		na seea	ways to help	Know that	water, vitamins,	what job? What are the two
	adults.	Recognise	cann	materials on the	Recognise that	dispersal.		with answering	magnetic forces	minerals,	types of skeleton? Give
	Find out about	that soils	ot make	basis of whether	that shadows			questions	can act without	skeleton,	an example animal for
	and describe	are made	their	they are	are formed				direct contact,	bones,	each type.
	the basic needs	from rocks		attracted to a	when the			Recording	unlike most	joints,	What is a function of
	of animals,	and	own food;	magnet, and	light from			findings using	forces, where	endoskeleto	the skeleton?
	including	unu	they	identify some	a light			simple scientific			the skeleton:
	including		triey		u ngnt			Simple Scientific		n,	

· · · · · · · · · · · · · · · · · · ·	Timatter - Ammai	S IIICIUUIIII II	Living things and the		es – Earth and Space – Properties and	changes of materials - Light -			
humans, for	organic	get	magnetic	source is		language,	direct contact is	exoskeleton,	What is the difference
survival (water,	matter.	nutrit	materials	blocked by		drawings,	necessary.	hydrostatic,	between voluntary and
food and air).		ion	Describe	a solid		labelled	Explored the	vertebrate,	involuntary
Describe the		from	magnets as	object.		diagrams, bar	behaviour and	invertebrate	movements?
importance for		what	having two	Find		charts and	everyday uses of	, contract,	What sort of joint is
humans of		they	poles.	patterns in		tables	different magnets	relax,	the elbow joint?
exercise, eating		eat.	Predict whether	the way		tables	(bar, ring, button,	muscles, ball	Label the Rib cage,
the right		Identi	two magnets	that the			horseshoe).	joint, socket	Pelvis and Cranium on
amounts of		fy	will attract or	size of		Reporting on	Know what	joint, hinge	a diagram.
different types		that	repel each	shadows		findings from	happens when	joint, gliding	FORCES
of food, and		huma	other,	change.		enquiries	light reflects off	joint.	What is a force?
hygiene.		ns	depending on			including oral	mirror or other	Force,	What metals can be
Y1 – Observe		and	which poles are			and written	reflective	push,pull,	picked up by a
and describe		some	facing.			explanations,	surfaces.	open,	magnet?
weather		other				displays or	Be able to answer	surface,	Which way does a
associated with		anim				presentations	questions about	magnet,	compass always point?
the seasons and		als					how light	magnetic,	What is the name of
how day length		have				of results and	behaves. Know	attract,	the force that stops
varies.		skelet				conclusions	why it is	repel,	things sliding down a
EYFS – talk		ons					important to	magnetic	ramp and makes it
about some of		and				Using results to	protect their eyes	poles, North,	grip?
the things they		muscl				draw simple	from bright lights.	South.	Use the words attract
have observed,		es for				conclusions and	Know how	Light, see,	and repel in a sentence
plants, animals,		suppo				suggest	shadows are	dark, reflect,	about magnets.
natural and		rt,				improvements	formed and why	surface,	LIGHT
found objects.		prote				Identifying	they change.	natural, star,	What is a light source?
To develop an		ction				differences,	Understand the	sun, moon,	What is dark?
understanding		and					role of the roots,	shadow,	What happens if you
of growth,		move				similarities or	stem, leaves and	blocked,	shine a torch on a
decay and		ment.				changes related	flowers in plants.	solid,	shiny surface?
changes over						to simple	Know that plants	artificial,	Name two dangers of
time.						scientific ideas	can make their	torch,	UV light.
To show care						and processes	own food.	candle,	Why should you never
for living things								lamp,	look directly at the
and the						Using		sunlight,	sun?
environment.						straightforward		dangerous,	Define the words
Y1- Identify and						scientific		protection.	transparent,
name a variety						evidence to		Flowering	translucent and
of common								plants,	opaque.
						answer			

Electricity – Sound – States of matter – Anima	als including h	umans – Living things and th	neir habitats – Force	s – Earth and Space – Properties and c	hanges of materials – Light –	Inheritance and evolution – Pl	ants – rocks – seasona	l changes
wild and garden					questions or to		roots, stem,	How is a shadow
plants,					support their		trunk,	made?
including					findings		leaves,	How do you make a
deciduous and					g		flowers,	shadow bigger?
evergreen							function,	PLANTS
trees.							nutrition,	What job do these
Identify and							support,	parts of a plant do:
describe the							reproductio	petals, stem, roots?
basic structure							n, air, light,	Where are food and
of a variety of							water,	nutrients made in a
common							fertiliser,	plant?
flowering							flowers	Name two things that
plants,							pollination,	all living things do.
including trees.							seed	Name two ways seeds
Y2 - Observe							formation,	can be dispersed.
and describe							seed	Name two things a
how seeds and							dispersal.	plant needs to grow.
bulbs grow into								
mature plants.								
Find out and								
describe how								
plants need								
water, light and								
a suitable								
temperature to								
grow and stay								
healthy.								

Science	Progression		<u> </u>	inte				Implementation Impact			
				National Curricu	lum Objectiv	res					
Year	Skills	Autumi	n 1	Spring 1	Spring 2	Summer 1	Summer 2	How will this be	What	Key	Key Questions
group	knowledge	Autum	n 2					taught?	skills/knowledg	vocabulary	
	the children							Working	e will children		
	should							scientifically	have acquired?		
	already have								·		
	Y1 - identify	Electricity	Sound	States of matter	Animals	Living thing	s and their	Asking relevant	Be able to	Appliances,	ELECTRICITY
Λ	and name a	Identify	Identi	Compare and	in. humans	habitats		questions	construct	electricity,	What does electricity
4	variety of	common	fy	group materials	Describe	Recognise to	hat living	Setting up	simple series	electrical	flow in?
	everyday	appliances	how	together,	the simple	things can b	e grouped	simple practical	circuits using	circuit, cell,	What does the flow of
	materials,	that run on	sound	according to	functions	in a variety	of ways.		different		electricity create?
	including wood,	electricity.	s are	whether they	of the	Explore and		enquiries,		wire, bulb,	What three appliances
	plastic, glass,	Construct	made	are solids,	basic parts	classificatio	n keys to	comparative	components	buzzer,	run of electricity?
	metal, water,	a simple	,	liquids or gases.	of the	help group,		and fair tests	(bulbs, buzzers,	danger,	Name four pieces of
	and rock.	series	associ	Observe that	digestive	and name a	, ,		motors,	electrical	equipment needed to
	Y2 - Identify	electrical	ating	some materials	system in	living things		Making	switches).	safety, sign,	make a simple circuit.
	and compare	circuit,	some	change state	humans.	local and wi	ider	accurate	Use circuits to	insulators,	Why would you want
	the suitability	identifying	of	when they are	Identify	environmen	-	measurements	create simple	conductors,	to put a switch in a
	of a variety of	and	them	heated or	the	Recognise to		using standard	devices.	switch	circuit?
	everyday	naming its	with	cooled, and	different	environmen		units, using a	Be able to draw	(open and	What does conduct
	materials,	basic	some	Measure or	types of	change and		range of	a circuit as a	closed)	electricity mean?
	including wood,	parts,	thing	research the	teeth in	can sometin	•	equipment	pictorial	Vibrate,	What is the name for a
	metal, plastic,	including	vibrat	temperature at	humans	dangers to I	iving		representation.	vibration,	material that does not
	glass, brick,	cells,	ing.	which this	and their	things.		Gathering,	Know that sound	vibrating,	conduct electricity?
	rock, paper and	wires,	Recog	happens in	simple			recording,	is made through	air,	SOUND
	cardboard for	bulbs,	nise	degrees Celsius	functions.				vibration in a	•	How is sound made
	particular uses.	switches	that	(°C).	Construct			classifying and	range of musical	medium,	using a guitar string?
	Y1 - Identify,	and	vibrat	Identify the part	and			presenting data	instruments from	ear, hear,	Which travels faster,
	name, draw	buzzers.	ions	played by	interpret a			in a variety of	around the world.	sound,	light or sound?
	and label the	Identify	from	evaporation and	variety of			ways to help	Know that pitch	volume,	Sound travels faster in
	basic parts of	whether or	sound	condensation in	food			with answering	and volume of	pitch, faint,	water than in air. True
	the human	not a lamp	5 traval	the water cycle	chains,			questions	sounds can be	fainter,	or false?
	body and say	will light in	travel throu	and associate	identifying				changed in a	loud,	Why can't sound travel
	which part of	a simple		the rate of	producers,			Recording	variety of ways.	louder,	in space?
	the body is	series	gh a medi	evaporation	predators			findings using	Know the	string,	Name two ways in
	associated with	circuit,		with	and prey.			scientific	difference	percussion,	which a string can
	each sense.	based on	um to	temperature.						woodwind,	make a higher sound.
		whether or						language,		woodwiiid,	How can I make a

Y1 - Compare	not the	the		drawings,	between a solid,	brass,	fainter sound when I
and group	lamp is	ear.		labelled	liquid and gas.	insulate.	pluck a string by
together a	part of a	Find		diagrams, bar	Observed water	Solid,	moving where I am?
variety of	complete	patte		charts and	as a solid, liquid	solidify, iron,	STATES OF MATTER
everyday	loop with a	rns		tables	and a gas and be	ice, melt,	If you put something in
materials on	battery.	betw		tables	able to explain	freeze,	a container, how
the basis of	Recognise	een			the change to	liquid,	would you tell if it was
their simple	that a	the		Reporting on	water when it is	evaporate,	a liquid?
physical	switch	pitch		findings from	heated or cooled.	condense,	True or false:
properties.	opens and	of a		enquiries	Know the main	gas,	Gases can be
Y2 - Find out	closes a	sound		including oral	body parts	container,	squashed.
how the shapes	circuit and	and		and written	associated with	changing	Solids can change
of solid objects	associate	featu		explanations,	the digestive	state,	shape on their own.
made from	this with	res of		displays or	system – mouth,	heated,	Gravity keeps liquid at
some materials	whether or	the		presentations	tongue, teeth,	heat, cooled,	the bottom of a
can be changed	not a lamp	objec		of results and	oesophagus,	cool, degree	container.
by squashing,	lights in a	t that		conclusions	stomach, small	Celsius,	Gases don't weigh
bending,	simple	produ		Conclusions	and large	thermomete	anything.
twisting and	series	ced it.			intestine and	r, water	How do the particles
stretching.	circuit.	Find		Using results to	understand their	cycle,	behave in a solid?
Y3 - Identify	Recognise	patte		draw simple	functions.	evaporation,	Liquid? Gas?
that humans	some	rns		conclusions and	Group vertebrate	condensatio	Would you heat or cool
and some other	common	betw		suggest	animals into	n,	to change a liquid to a
animals have	conductors	een		improvements,	groups such as	temperature	solid? What happens
skeletons and	and	the		new questions	fish, amphibians,	, melting,	to particles as you heat
muscles for	insulators,	volu		and predictions	reptiles, birds,	warm/cool,	them up?
support,	and	me of		for setting up	and mammals,	water, water	Draw the water cycle
protection and	associate	а		further tests	and invertebrates	vapour.	and label.
movement.	metals	sound		Identifying	into snails and	Digestion,	What is the name of
Y1 - Identify,	with being	and			slugs, worms,	mouth,	the process that
name, draw	good	the		differences,	spiders, and	tongue –	happens as the water
and label the	conductors	stren		similarities or	insects.	mixes,	leaves the sea and
basic parts of	•	gth of		changes related	Know how	moistens,	goes up into the sky?
the human		the		to simple	habitats change	salvia,	What is the scientific
body and say		vibrat		scientific ideas	throughout the	oesophagus,	name for rain, snow
which part of		ions		and processes	year.	transports,	and other forms of
the body is		that		and consider	Group plants into	stomach,	water that fall from the
associated with		produ		patterns	flowering plants	acid,	clouds?
each sense.		ced it.				enzymes,	AIH
			<u> </u>				

Flectricity - Sound - States of matter - Animals includi	ing humans – Living things and their habitats – Forces – Earth and Sp	pace — Properties and changes of materials — Light — Inherita	nce and evolution — Plants — rocks — seasonal changes
Electricity Sound States of matter 7 minutes include	ing numbers Elving things and their habitats Torces Earth and S	dec Troperties and changes of materials Light innertal	nee and evolution indites rocks seasonal changes

that most living nise things live in that the distance of the past to sound the past		including in	ullians - Living things and ti	icii ilabitats Torce	s – Earth and Space – Properties and t	changes of materials Light	initeritarice and evolution 11	ants rocks scasona	changes
things live in habitats to sound which they are suited and describe how 7 os different the basic needs of from glasts, and how plants, and how plants, and how they depend on each other. Incre including microhabitats. Describe how animals in their habitats. Describe how animals obtain their froof from plants and other animals, using the idea of a simple food chain, and identify and name at warety of common of the common of the manual offerent sources of food. Y1 - Identify and name at warety of common of the manual impact can be positive and intestines, answer tuested and support their including microhabitats. Describe how animals obtain their of of from plants and other animals, using the idea of a simple food chain, and identify and name at warety of common of the common of the canne common of the cann	Y2 - Identify	Recog				Using	and non-	small	What is the job of
things live in habitats to sound which they are suited and fointe describe how different the habitats of a nimals and plants, and how they depend on each other. Industry of plants and animals in their habitats. Describe how animals other animals, using the idea of a simple food chain, and name a variety of common the common of the manual plants and name a variety of common of the manual plants and name and the plants and nam	that most living	nise				straightforward	flowering plants.	intestine,	saliva in the digestive
which they are sight with they are sight with they are suited and describe how a different thabitats distored for animals and plants, and how sourc they depend on each other. Incre including micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and ledentify and name all with their food. Animals and plants and other animals, using the idea of a simple food chain, and ledentify and name all ingert than their sources of food. Y1 - Identify and name all ingert than their sources of food. Y1 - Identify and name all variety of common simple food chain, and animals and animals and animals obtain their food from plants and other animals, using the idea of a simple food chain, and ledentify and name all food chain, and ledentify and name all food chain and animals obtain their sources of food. Y1 - Identify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain, and ledentify and name all variety of common simple food chain and animals the food food. **The food chain and source prevents and sour	things live in	that					Understand how	vitamins,	system?
suited and fainte support their findings provide for the basic needs of from plants, and how they depend on each other. Identify and animals in their habitats. Describe how animals of a simple food chain, and plants and other animals, using the idea of a simple food chain, and identify and name a wariety of common V1 - Identify and name and mark and name a variety of common V1 - Identify and name and mark and name a variety of common Variety	habitats to	sound					some human	large	What is the job of the
describe how ros different the habitats distar provide for the basic needs of different kinds the passic needs of different kinds the passic needs of different kinds the passic needs of different kinds the plants, and how source they depend on each other. Incre landings of pants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and other animals, using the idea of a simple food chain, and other animals, sources of food. Y1 - Identify and name a variety of common the meaning and the plants and other animals, sources of food. Y1 - Identify and name a wariety of common the meaning and the plants and other animals, and the plants and other animals, sources of food. Y1 - Identify and name a different sources of food. Y1 - Identify and name a variety of common the meaning and the positive – mature to the parts of an amphibians, warreterate? A positive – mature a variety of common the passion of a mamphibian, sources of food. Y1 - Identify and name a variety of common the passion of the parts of an amphibian, sources of food. Y1 - Identify and name a variety of common the passion of the parts of an amphibian, sources of food. Y1 - Identify and name a variety of common the passion of the parts of an amphibian, sources of food. Y1 - Identify and name a variety of common the passion of the parts of an amphibian, sources of food. Y1 - Identify and name a variety of common the passion of the parts of an amphibian, sources of food. Y1 - Identify and name a variety of common the passion of the parts of an invertebrate? What are the life spots of an amphibian, some a characteristic of an amphibian there pasts of an other passions of the passion of the	which they are	s get					impact can be	intestines,	Duodenum in the
different habitats disto different kinds be assigned or of animals and plants, and how the fleeting animals in their habitats. Describe how animals obtain their food from plants and other including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and amage of a simple food chain, and amage of food. Y1 - Identify and name a variety of common where the food food. Y1 - Identify and name a different sources of food. Y1 - Identify and name a variety of common where the food from plants and other animals, using the idea of a simple food chain, and amage of the manual that is an animals and aname a variety of common where the food from plants and other animals, using the idea of a simple food chain, and amage of the manual that is an animals, animals and animals of the manual that is an animals, animals and an amage of the manual that is an animal	suited and	fainte					positive and	teeth –	digestive system?
habitats distor provide for the basic needs of from different kinds of animals and plants, and how sourc they depend on each other. incre incre deforestation. Incre deforestation and name a variety of plants and animals in their food from plants and other animals, surjustite lidea of a simple food chain, and they are the depend on a simple food chain, and they are the deformant of the rainmals, surjustite the dead of a simple food chain, and development, a flowering, plants and other animals, surjustite the dead of a simple food chain, and the rainmals, surjustite the dead of a simple food chain, and a mame a variety of common the deformant of the control of the toth? 1	describe how	r as					negative on	incisors,	What is the job of the
provide for the basic needs of from different kinds the sound plants, and how sourc they depend on each other. Identify and animals in their habitats, including microhabitats. Describe how animals of from plants and other animals, using the idea of a simple food chain, and identify and name a variety of common They depend on a each other. Incre they depend on a each other. Identify and aname a variety of common They deforestation. They redators, carnivore, herbivore, omnivore. They may inclose the definition of a herbivore, omnivore. They may inclose the definition of a herbivore, omnivore. They may inclose the definition of a herbivore, omnivore. They may inclose the definition of a herbivore, omnivore. They may inclose the definition of a herbivore, omnivore. They may inclose the first item in any food chain, and the molar? They may inclose the definition of a herbivore, omnivore. They may inclose the first item in any food chain, and the may inclose the molar? They may inclose the first item in any food chain, and the may inclose the molar of the molar? They may inclose the first item in any food chain any food chain and plants, animals, we reterbate, fish, amphibians, reptiles, birds, mammals, what is the function of the control of the white, outside part of the tooth? They may inclose the first item in any food chain any food chain and the first item in any food chain any food chain any f	different	the				the state of the s	environments –	canines,	Oesophagus in the
basic needs of different kinds the sound of animals and plants, and how they depend on each other Identify and name a variety of plants and animals their habitats. Describe how animals botain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Y1 - Identify and name a different sources of food. Y1 - Identify and name a variety of common by asic needs of the the ponds/ population and development, litter or deforestation. plants and development, litter or deforestation. plants and development, litter or deforestation. products, prev, predators, carnivore, herbivore, omnivore. Environment does a human have? What is the first item in any food chain any food chain can be first item in any food chain can be first item in any food chain and development, litter or deforestation. Environment does a human have? What is the function of the canine teeth? What is the function of the canine teeth? What is the function of the canine teeth? What is the function of the tooth? LIVING THINGS What is the function of the tooth? What is the function of the tooth? ILVING THINGS What is the function of the tooth? What is the function of the control of the tooth? LIVING THINGS What is the arrows in a food chain, and item first the name of the white, outside part of the tooth? LIVING THINGS What is the function of the control of the control of the tooth? LIVING THINGS What is the function of the canine teeth? What is the function of the control of the canine teeth? What is the function of the canine teeth? What is the fu	habitats	dista				findings	nature reserves,	molars,	digestive system?
different kinds of animals and plants, and how they depend on each other: Identify and name a variety of plants and other animals, using the idea of a simple food chain, and identify and name a variety of common of a variety of a deferent sources of food. 1. **Mat to the arrows in a food chain, show/mean?* 1. **What is the first item in any food chain, show/mean?* 1. **What is the first item in any food chain, show/mean?* 1. **What is the first item in any food chain, show/mean?* 1. **What is the first item in any food chain, show/mean?* 1. **What is the first item in any food chain, show/mean?* 1. **What is the definition of a herbivore, omnivore.* 1. **Invironment, flowering, non-flowering, plants, animals, vertebrate, invertebrate, invertebrat	provide for the	nce					ecologically	grinding,	What do glands do?
of animals and plants, and how sourc they depend on each other. Identify and name a variety of plants and animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name a fifferent sources of food. Y1 - Identify and name a variety of common The source of food of the food of a simple food of the sources of food. Y1 - Identify and name a variety of common The source of food of a simple food common of the can be sourced food. Y1 - Identify and name a variety of common of the common of the common of the can be sourced for a simple food common of the common of the common of the can be sourced of the white, outside part of the tooth? What is a food chain show/mean? What is the first tem in any food chain called? What is the definition and development, litter or percent products, predators, carnivore, carnivore, carnivore, carnivore, omnivore, detritivore? How many incisors of a herbivore, omnivore, detritivore? How many incisors of the total provide of a herbivore, omnivore, detritivore? How many incisors of	basic needs of	from					planned parks,	floss, brush,	What do enzymes do?
plants, and how they depend on each other. Identify and name a variety of plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Y1 - Identify and name a variety of rommon simple food common seed that are common seed to the common seed to	different kinds	the					garden ponds/	food chain,	What do the arrows in
they depend on each other. Identify and name a variety of plants and animals in their 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. Y1 - Identify and name afferent sources of food. Y1 - Identify and name afferent sources of food. Y1 - Identify and name a variety of common They deforestation. Iltter or deforestation. Ilter or deforestation. Ilter or deforestation. Ilter or deforestation. Ilter or deforestation. In prey, predators, carnivore, herbivore, omnivore. How many incisors does a human have? What is the function of the canine teeth? What is the first item in any food chain called? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the first item in any food chain called? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the definition of the canine teeth? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the definition of the canine teeth? What is the first item in any food chain and prove the more in the food of a many incisors does a human have? What is the first item in any food chain and prove the more in the food of a many incisors does a human have? Wha	of animals and	sound					population and	sun,	a food chain
each other. Identify and name a variety of plants and animals in their 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. Y1 - Identify and name a variety of common V1 - Identify and name a variety of plants and animals and variety of common V1 - Identify and name a variety of common V1 - Identify and name and variety of common common V1 - Identify and name and variety of common common common common common carriety of an elementary common common carriety of an elementary carriety of an elementary common carriety of an elementary	plants, and how	sourc					development,	producers,	show/mean?
Identify and name a variety of plants and animals in their habitats, including microhabitats. 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. Y1 - Identify and name a variety of common Identify and name a variety of common Identify and name a variety of common What is the definition of a farebivore, omnivore. How many incisors does a human have? What is the function of the molars? What is the function of the molars? What is the name of the white, outside part of the tooth? LIVING THINGS What is the definition of a herbivore, omnivore. How many incisors does a human have? What is the function of the molars? What is the function of the molars? What is the name of the white, outside part of the tooth? LIVING THINGS What is vertebrate, invertebrate animals, that is a variety of the tooth? LIVING THINGS Name a characteristic of a mamphibian. Name a characteristic of a mammal. What is an impact positive—nature reserves, the three parts of an the reperts of an animals.	they depend on	e					litter or	prey,	What is the first item in
name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name a variety of common The provided of the plants and the positive of plants and animals of the positive of an amphibian, variety of common The provided animals of a herbivore, omnivore, detritivore? How many incisors does a human have? What is the function of the canine teeth? What is the function of the molars? What is the name of the white, outside part of the tooth? LIVING THINGS What is a vertebrate, invertebrate of the other animals, ammals, human impact of an amphibian, variety of common The provided animals of a herbivore, omnivore, detritivore? How many incisors does a human have? What is the function of the molars? What is the function of the white, outside part of the ototh? LIVING THINGS What is a vertebrate? What is the function of the white, outside part of the white, outside part of the tooth? LIVING THINGS What is a vertebrate? What is the function of the white, outside part of the white, outside part of the ototh? LIVING THINGS What is the function of the white, outside part of the white, outside part of the ototh? LIVING THINGS What is a vertebrate? What is the function of the white, outside part of the white	each other.	incre					deforestation.	predators,	any food chain called?
of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name afferent sources of food. Y1 - Identify and name a variety of common of plants and of plants and office animals in their habitats. Omnivore. How many incisors does a human have? What is the function of the canine teeth? What is the function of the canine teeth? What is the function of the molars? What is the function of the molars? What is the name of the white, outside part of the white, outside part of the tooth? LIVING THINGS What is a vertebrate? What is a vertebrate of the white, outside part of the white, o	Identify and	ases.						carnivore,	What is the definition
animals in their habitats,	name a variety							herbivore,	of a herbivore,
habitats, including microhabitats. 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. Y1 - Identify and name a variety of common Describe how animals obtain the function of the canine teeth? What is the function of the molars? What is the name of the white, outside part of the tooth? LIVING THINGS What is the function of the molars? What is the name of the white, outside part of the tooth? LIVING THINGS What is a vertebrate, what is a vertebrate? What is a vertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammals. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal what is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal what is an invertebrate?	of plants and							omnivore.	omnivore, detritivore?
including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name ad and mame a variety of common including microhabitats. , flowering, non-flowering, plants, and the canine teeth? What is the function of the canine teeth? What is the function of the canine teeth? What is the name of the white, outside part of the white, outside part of the tooth? LIVING THINGS What is the function of the canine teeth? What is the function of the canine the processes the white outside part of the white, outside part of the white, outside part of the white, outside part of the white outside part of the white outside part of	animals in their								How many incisors
habitats. Describe how animals obtain their food from plants, animals, their food from plants and other animals, using the idea of a simple food chain, and lidentify and name a variety of common their food from plants and the canine teeth? What is the function of the molars? What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the tooth? LIVING THINGS What is the name of the white, outside part of the	habitats,							Environment	does a human have?
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name a variety of common Describe how animals plants, animals, the function of the molars? What is the name of the white, outside part of the white, outside part of the white, outside part of the total part of the total part of the white, outside part of the total part of the white, outside part of	including micro-							, flowering,	What is the function of
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. Y1 - Identify animals vertebrate of an amphibian. Name Y1 - Identify and name a variety of common plants, animals, what is the name of the white, outside part of the tooth? LIVING THINGS What is a vertebrate? What is a vertebrate? What is a vertebrate? What is a vertebrate? of the tooth? LIVING THINGS What is a vertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the three parts of an	habitats.							non-	the canine teeth?
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plants and other animals, using the idea of a simple food chain, and identify and name a different sources of food. Y1 - Identify and name a variety of common The white, outside part of the tooth? LIVING THINGS What is a vertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mamphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mamphibian. Name invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)?	animals obtain							plants,	the molars?
other animals, using the idea of a simple food chain, and identify and name different sources of food. Y1 - Identify and name a variety of common of the tooth? of the tooth? LIVING THINGS What is a vertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mamphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)?	their food from							animals,	What is the name of
using the idea of a simple food chain, and identify and name different sources of food. Y1 - Identify and name a variety of common LIVING THINGS What is a vertebrate? What are the life processes (MRSGREN)? Name a characteristic of an amphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of an amphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of an amphibian. Name impact nature reserves, the three parts of an	plants and							vertebrate,	the white, outside part
of a simple food chain, and identify and name different sources of food. Y1 - Identify and name a variety of common What is a vertebrate? amphibians, reptiles, birds, processes (MRSGREN)? What are the life processes (MRSGREN)? Name a characteristic of a mamphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of an amphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are tree life processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)?	other animals,							invertebrate	of the tooth?
chain, and identify and name different sources of food. Y1 - Identify and impact and name a variety of common Chain, and identify and pirch size in the life processes (MRSGREN)? What are the life processes (MRSGREN)? Name a characteristic of a namphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)? Amammals, human of an amphibian. Name a characteristic of a mammal. What is an invertebrate? What are the life processes (MRSGREN)?	using the idea							, fish,	LIVING THINGS
identify and name different sources of food. Y1 - Identify and name a variety of common birds, mammals, name identify and processes (MRSGREN)? Name a characteristic of a mamphibian. Name a characteristic of a mammal. What is an invertebrate? What are the three parts of an analysis and name a common the tree parts of an analysis and processes (MRSGREN)? Name a characteristic of a mammal. What is an invertebrate? What are the three parts of an analysis and the three p	of a simple food							amphibians,	What is a vertebrate?
name different sources of food. Y1 - Identify and name a variety of common Name a characteristic of a mammals, human impact a characteristic of a mammal. What is an invertebrate? What are the three parts of an analysis of a mammal invertebrate? The three parts of an analysis of an amphibian. Name a characteristic of a mammal impact a characteristic of a mammal what is an invertebrate? What are the three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate? The three parts of an amphibian impact a characteristic of a mammal what is an invertebrate?	chain, and							reptiles,	What are the life
sources of food. Y1 - Identify and name a variety of common human impact a characteristic of a mammal. What is an invertebrate? What are the three parts of an	identify and							birds,	processes (MRSGREN)?
Y1 - Identify and name a variety of common impact positive — mammal. What is an invertebrate? What are reserves, the three parts of an	name different							mammals,	Name a characteristic
and name a variety of common positive — mammal. What is an invertebrate? What are the three parts of an	sources of food.							human	of an amphibian. Name
variety of common invertebrate? What are the three parts of an	Y1 - Identify							impact	a characteristic of a
common reserves, the three parts of an	and name a							positive –	mammal. What is an
	variety of							nature	invertebrate? What are
animals ecologically insect's body?	common							reserves,	the three parts of an
· · · · · · · · · · · · · · · · · · ·	animals							ecologically	insect's body?

Electricity – Sound –	States of matter – Animals	including humans – Livin	g things and their habitats – Fo	rces – Earth and Space – Properties and	changes of materials – Light –	Inheritance and evolution – Pl	ants – rocks – seasona	l changes
including fish							planned	When developers build
amphibians,							parks,	a new housing estate
reptiles, birds	;						garden	where some fields
and mammals	5.						ponds.	used to be, what are
Identify and							Negatives –	the problems or
name a variet	y						population,	dangers caused to
of common							developmen	wildlife?
animals that							t, litter,	What are most of the
are carnivore	s,						deforestatio	changes to habitats
herbivores an	d						n.	caused by?
omnivores.								What does endangered
Describe and								mean? What does
compare the								extinct mean? Give an
structure of a								example of an
variety of								endangered species
common								and why it is
animals (fish,								endangered.
amphibians,								
reptiles, birds								
and mammals	5,							
including pets	5).							

Science	Progression			umans – Living things and tr	nt	,		Implementation		Impact	
				National Curricu		es					
Year	Skills	Autumi	ո 1	Spring 1	Spring 2	Summer 1	Summer 2	How will this be	What	Key	Key Questions
group	knowledge	Autumn 2						taught?	skills/knowledg	vocabulary	
	the children							Working	e will children		
	should							scientifically	have acquired?		
	already have								·		
	Y3 - compare	Forces	Earth	Animals in.	Living	Properties a	and	Planning	Understand	Gravity, air	FORCES
5	how things	Explain	and	humans	things and	changes of	materials	enquiries,	falling objects	resistance,	In what units do we
	move on	that	Space	Describe the	<u>their</u>	Compare an	nd group	including	and question the	water	measure force?
	different	unsupport	Descr	changes as	<u>habitats</u>	together ev	eryday	recognising and	effects of air	resistance,	What is the name of
	surfaces.	ed objects	ibe	humans develop	Describe	materials or	n the basis	controlling	resistance.	friction,	the force that pulls
	Y2 - notice that	fall	the	to old age.	the	of their prop	perties,	variables where	Observed air	surface,	things towards the
	animals,	towards	move		differences	including th	eir		resistance effects	force, effect,	centre of the Earth?
	including	the Earth	ment		in the cycle	hardness, so	olubility,	necessary	from parachutes	move,	Who discovered this
	humans, have	because of	of the		of a	transparenc	* *		and sycamore	accelerate ,	force?
	offspring which	the force	Earth,		mammal,	conductivity	•	Taking	seeds.	decelerate,	What piece of
	grow into	of gravity	and		an	and therma	I), and	measurements,	Experienced	stop, vhange	equipment do we used
	adults.	acting	other		amphibian,	response to		using a range of	forces that make	direction,	to measure force?
	Y4 - recognise	between	plane		an insect	know that s		<u>scientific</u>	things begin,	brake,	True or false:
	that living	the Earth	ts,		and a bird;	materials w		equipment,	speed up and	mechanism,	Mass is a force
	things can be	and the	relati		Describe	in liquid to f		with increasing	slow down.	pulley, gear,	Weight is a force
	grouped in a	falling	ve to		the life	solution, an		accuracy and	Understand	spring,	Length is a force
	variety of ways;	object;	the		process of	how to reco		precision	friction and how	theory of	A force is push or pull.
	explore and use	identify	Sun in		reproducti	substance fi		precision	it slows or stops	gravitation,	Explain why astronauts
	classification	the effects	the		on in some	solution; use		Description of the	moving objects.	Galileo	move in a bouncy way
	keys to help	of air	solar		plants and	knowledge (Recording data	Understand the	Galilei, Isaac	on the moon.
	group, identify	resistance,	syste		animals.	liquids and		and results	effect of leavers,	Newton.	Why do astronauts
	and name a	water	m;			decide how		using scientific	pulleys and	Earth, Sun,	float around in space?
	variety of living	resistance	descri			might be se		diagrams and	simple machines	Moon,	How does the shape of
	things in their	and	be			including th	_	<mark>labels,</mark>	on movement.	moons,	a shark help it to move
	local and wider	friction	the			filtering, sie		classification	Know how Galileo	planets,	quickly through the
	environment.	that act	move			evaporating	. •	keys, tables, bar	Galilei and Isaac	stars, solar	water?
	Y3 -Notice that	between	ment			reasons, bas		and line graphs	Newton helped to	system,	EARTH AND SPACE
	some forces	moving	of the			evidence fro		and models	develop the	Mercury,	Order the plants from
	need contact	surfaces;	Moon			comparative		and models	theory of	Venus,	closest to the sun.
	between two	recognise	relati			tests, for the	•	Donouting	gravitation.	Mars,	Roughly what shape
	objects, but	that some	ve to			uses of ever		Reporting	Explain how day	Jupiter,	are the Earth Sun and
	magnetic forces	mechanis	the			materials, in	ncluding	findings from	and night occurs.	Saturn	Moon?

	1		Living things and th	 		10 11 11		had I I I
can act at a	ms,	Earth;		metals, wood and	enquiries,	Know that the	Uranus,	Why does the sun look
distance.	including	descri		plastic; demonstrate	including oral	sun is a star at	Neptune,	like it is moving across
Observe how	levers,	be		that dissolving, mixing	and written	the centre of our	Pluto,	the sky during the day?
magnets attract	pulleys and	the		and changes of state	explanations of	solar system and	rotate, day,	Explain in your own
or repel each	gears,	Sun,		are reversible changes.	results and	it has eight	night,	words, what a satellite
other and	allow a	Earth		Explain that some	conclusions	planets.	Aristotle,	is.
attract some	smaller	and		changes result in the		Understand that	Ptolemy,	Explain in your own
materials and	force to	Moon		formation of new	Presenting	a moon is a	Galileo,	words what the idea of
not others.	have a	as		materials, and that this	finding in	celestial body	Copernicus,	the heliocentric model
Compare and	greater	appro		kind of change is not.	written form,	that orbits a	Brahe,	is.
group together	effect.	ximat			displays and	planet.	Alhazen,	How long does it take
a variety of		ely			<u>other</u>	Know about the	orbit, axis,	for the Earth to spin
everyday		spher			presentations	work of scientists	spherical,	once on its axis? The
materials on		ical				such as Ptolemy,	heliocentric,	Moon to go around the
the basis of		bodie			Using test	Alhazen and	geocentric,	Earth once? The Earth
whether they		s; use			results to make	Copernicus.	hemisphere,	to go round the Sun
are attracted to		the				Know the stages	season, tilt.	once? Describe where
a magnet, and		idea			predictions to	in the growth and	Puberty, life	your country is in
identify some		of the			set up further	development of	cycle,	relation to the Sun
magnetic		Earth'			comparative	humans.	gestation,	when it is night time.
materials.		S			and fair tests	Learn about the	growth,	AIH
Compare how		rotati				changes	reproduce,	What is the first stage
things move on		on to			Using simple	experienced in	foetus, baby,	of the human lifecycle?
different		explai			models to	puberty.	fertilisation,	What are the rest of
surfaces.		n day			describe	The life cycle	toddler,	the stages of a human
Y4 - Recognise		and			scientific ideas	changes in a	child,	timeline?
some common		night			scientific ideas	variety of living	teenager,	Why does your body
conductors and		and				things (plants and	adult, old	need to make changes
insulators, and		the			Identifying	animals).	age, life	during puberty?
associate		appar			scientific	Know the work of	expectancy,	Two parts of the brain
metals with		ent			evidence that	David	adolescence,	make more hormones
being good		move			has been used	Attenborough	adulthood,	to make puberty
conductors.		ment			to support or	and Jane Goodall.	early	happen, name one of
		of the			refute ideas or	Know the	adulthood,	these parts.
		sun			arguments	difference	middle	How does your voice
		acros			3. 8.2.7.10TTG	between sexual	adulthood,	change during
		s the				and asexual	late	puberty?
		sky.				reproduction in	adulthood,	Sweat glands? Skin?
						plants and sexual	childhood.	Body hair?
								,

reproduction in animals. Bullt a systematic understanding of materials from exploring and comparing a broad range of materials. Explored reversible, changings including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes burning, vinegar with blustenate of soda. Understanding of how chemists make new materials—Spencer Splever or Ruth Benerito. The spencer splevage of spencer of the spencer of spencer splevage of spencer splevage of spencer splevage of spencer spencer spencer splevage of spencer spencer spencer splevage of spencer spencer spencer spencer splevage of spencer	 Electricity – Sound – State	s of matter – Animal	s including h	umans – Living things and th	neir habitats – Forces	s – Earth and Space – Properties and o	changes of materials – Light –	Inheritance and evolution – Pl	ants – rocks – seasona	l changes
Built a systematic understanding of materials from exploring and comparing a broad range of materials. Explored in every sible, changings including evaporating, filtering, sleving, melting and dissolving, as well as irreversible changes - burning, wingar with bicarbonate of soda. Understanding of how chemists make new materials - Spencer Silver or Ruth Benerito. Built a systematic amphibian, insect, bird method and account on sexual plant reproduces. Walk? UniNG THINGS Name a way that an asexual plant reproduces. Solubility, learning of mammals. What is a baby what is a baby what is a baby what makes this type of mammal different reproduces. What is a baby what makes this type of mammal different reproduces to reproduce to reproduces. What is a baby what makes this type of mammal different reproduces. What is a baby what makes this type of mammal different solution, separate, solution, separate, glassolving, and materials are specified by the solution, silicular to the solution, silicular to the solution, filtering, silicular, mixing, evaporation, filtering, silicular, silicular to the solution and inference of a bird and amphibian and insect. Inference of a bird and amphibian and insect. Britised britise								reproduction in	Life cycles,	Do all people in old age
understanding of materials reproduced to exploring and comparing a broad range of materials. Explored changings changings including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes – burning, vinegar with bicarbonate of sood. Understanding of how chemists materials – Spancer Silver or Ruth Benerito. Ruth Ruth Carbonate of Soodia. Ruth Benerito. Ruth Renerito. Ruth Ruth Ruth Ruth Ruth Ruth Ruth Ruth								animals.	mammal,	always have memory
materials from exploring and comparing a broad range of materials. Explored reversible, Explored reversible, David changings including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes – burning, vinegar with bicarbonate of how chemists was materials— Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Ruth Benerito. Raterials— Spencer Silver or Ruth Benerito. Ruth Bener								Built a systematic	amphibian,	loss? Do they still need
exploring and comparing a broad range of materials. Explored reversible, changings including evaporating, filtering, sieving, melting and dissolving, as will a salva broad range of materials. Substitute of soda. Understanding of how chemist make new materials — Spencer Silver or Ruth Benerito. Ruth Ruth Ruth Ruth Ruth Ruth Ruth Ruth								understanding of	insect, bird.	
comparing a broad range of materials. Explored reversible, changings including evaporating, filtering, sleving, melting and dissolving, as well as irreversible changes - burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials - Spencer Silver of Ruth Benerito. Ruth Benerito. Ruth Ruth Ruth Ruth Ruth Ruth Ruth Ruth								materials from	Reproductio	learn new things? Do
broad range of materials. Explored differences, David Almobroug including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes – burning, vinegar with bicarbonate of Soda. Understanding of how chemists make new materials – Spencer Silver or Ruth Benerito. What is a baby water the three types of mammals? What is a baby water of Soda. Understanding of how chemists make new materials – Spencer Silver or Ruth Benerito. What is metamorphose? How do amphibians metamorphose? Almos gases, evaporating, everyerible changes, dissolving, mixing, evaporation, filtering, sieving, melting, and image. What is metamorphose? How do amphibians metamorphose? What grows inside a fertilised bird's egg? What happens if an ammal amphibian. A mammal amphibian. A								exploring and	n – sexual	they all need help to
materials. Explored differences, David differences, David changings including evaporating, filtering, sieving, melting and dissolving, as well changes—burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials—Spencer Silver or Ruth Benerito. Ruth Ruth Ruth Ruth Ruth Ruth Ruth Ruth								comparing a	and asexual,	walk?
materials. Explored reversible, changings including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes – burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials – Spencer Silver or Ruth Benerito. Ruth Ruth Ruth Ruth Ruth Ruth Ruth Ruth								broad range of	prehistoric,	LIVING THINGS
reversible, changings including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes – burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials – Spencer Silver or Ruth Benerito. Ruth Ruth Benerito								materials.		Name a way that an
reversible, changings including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes – burning, vinegar with bicarbonate of how chemists make new materials – Spencer Silver or Ruth Benerito. Ruth Ruth Is a baby What Haractette types								Explored	differences,	asexual plant
including evaporating, filtering, sieving, melting and dissolving, as well as irreversible changes— burning, vinegar with bicarbonate of soda. Understanding of hance was irreversible changes. Spencer Silver or Ruth Benerito. Ruth Benerit								reversible,	David	reproduces.
evaporating, filtering, sieving, metting and dissolving, as well changes – burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials – Spencer Silver or Ruth Benerito. Spencer Silver or Ruth Benerito. Ruth Benerito. Beraparating, filtering, sieving, metting and dissolving, as well transparenc young conductor, thermal conductor, response to magnets, do amphibians metamorphose? Explain how insects make new solution, separate, solids, liquids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melt								changings	Attenboroug	Name a characteristic
filtering, sieving, melting and dissolving, as well transparency, electrical changes – burning, vinegar with bicarbonate of Soda. Understanding of how chemists make new materials – Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Ruth general spenare spena									_	
filtering, sieving, melting and dissolving, as well transparenc y, electrical conductor, thermal with bicarbonate of soda. Understanding of how chemists make new materials — Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. filtering, sieving, melting, and will transparenc y, electrical conductor, ersponse to mammal different from other types of mammals? what makes this type of mammals? what mammal? on the trypes of mammals? what makes this type of mammals? what mammal? on the trypes of mammals? what mansparenc y, electrical conductor, ersponse to mammal? on the trypes of mammals? what mansparenc y, electrical conductor, or sponse to mammal? on the trypes of mammals? what mansparenc y, electrical conductor, or sponse to mammals? what is metamorphoses? What is metamorphoses? Explain how insects metamorphose. What grows inside a fertilised bird's egg? Name a similarity and difference of a bird and amphibian. A mammal and insect. MATERIALS. Name two natural materials.								evaporating,	Goodall	What are the three
dissolving, as well as irreversible changes — burning, vinegar with bicarbonate of soda. For the water of soda. Fo								filtering, sieving,	Hardness,	types of mammals?
as irreversible changes — burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials — Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Bases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, mel								melting and	solubility,	What is a baby
as irreversible changes — burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials — Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Bases, evaporating, mixing, evaporation, filtering, sieving, melting, sieving, sieving, melting, sieving, melting, sieving, sieving, melting, sieving, sieving, sieving, sieving, melting, sieving,								dissolving, as well	transparenc	kangaroo called?
burning, vinegar with bicarbonate of soda. Understanding of how chemists make new materials— Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Burning, vinegar with bicarbonate of soda. Understanding of how chemists make new solution, materials— Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Burning, vinegar conductor, response to mammal? What is metamorphosis? How do amphibians metamorphose? Explain how insects solids, liquids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melting, melting, melting,									y, electrical	What makes this type
with bicarbonate of soda. Understanding of how chemists make new materials—Spencer Silver or Ruth Benerito. Ruth Benerito. What is metamorphosis? How do amphibians metamorphose? Explain how insects metamorphose. Explain how insects metamorphose for metamorphose, solids, liquids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, meltin								changes –	conductor,	of mammal different
of soda. Understanding of how chemists make new materials — Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. What is metamorphosis? How do amphibians metamorphose? solids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melting, melting, melting, melting,								burning, vinegar	thermal	from other types of
Understanding of how chemists make new marerials—separate, solids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, metamorphosis? How do amphibians metamorphose. Explain how insects solids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, materials.								with bicarbonate	conductor,	mammal?
how chemists make new materials—Spencer Silver or Ruth Benerito. Ruth Graph General exporation, fillering, sieving, metamorphose. Ruth Graph General exporation, wetarget season in tertilised irri's egg? Name a similarity and difference of a bird and amphibian. A mammal and insect. MATERIALS Name two natural materials.								of soda.	response to	What is
make new materials – Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Make new materials – Spencer Silver or Ruth Benerito. Ruth Benerito. Ruth Benerito. Ruth Benerito. Materials – Spencer Silver or Ruth Benerito. Ruth Grows inside a fertilised bird's egg? What prows inside a fertilised bird's egg? What grows inside a fertilised bird's egg? What grows inside a fertilised bird's egg? What prows inside a fertilised bird's egg? What prows inside a fertilised bird's egg? What happens if an egg is not fertilised? Name a similarity and difference of a bird and amphibian. A mammal egg is not fertilised? Name a similarity and difference of a bird and amphibian. A mammal egg is not fertilised? Name a similarity and difference of a bird and amphibian. A mammal egg is not fertilised? Name a similarity and difference of a bird and amphibian. A mammal egg is not fertilised? Name a similari								Understanding of	magnets,	metamorphosis? How
materials – Spencer Silver or Ruth Benerito. Ruth Benerito. materials – Spencer Silver or Ruth Benerito. Ruth Benerito. materials – Spencer Silver or Ruth Benerito. liquids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melting, melting, melting, melting, materials. materials – Spencer Silver or Solids, liquids, gases, evaporating, reversible changes dissolving, mixing, evaporation, filtering, sieving, melting, melting, materials.								how chemists	dissolve,	do amphibians
Spencer Silver or Ruth Benerito. Spencer Silver or Ruth Benerito. Solids, liquids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melting, melting, melting, materials. Spencer Silver or Ruth Benerito. Solids, liquids, gases, evaporation, fertilised bird's egg? What happens if an egg is not fertilised? Name a similarity and difference of a bird and amphibian. A mammal and insect. MATERIALS Name two natural materials.								make new	solution,	metamorphose?
Ruth Benerito. Ruth Benerito. liquids, gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, m								materials –	separate,	Explain how insects
gases, evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melting, materials. gases, evaporating, reversible changes of dissolving with the permission of the permiss								Spencer Silver or	solids,	metamorphose.
evaporating, reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melting, melting, materials. What happens if an egg is not fertilised? Name a similarity and difference of a bird and amphibian. A mammal and insect. MATERIALS Name two natural materials.								Ruth Benerito.	liquids,	What grows inside a
reversible changes, dissolving, mixing, evaporation, filtering, sieving, melting, melting, melting, melting, materials.									gases,	fertilised bird's egg?
changes, dissolving, mixing, evaporation, filtering, sieving, melting, materials. Changes, dissolving, difference of a bird and amphibian. A mammal and insect. MATERIALS Name a similarity and difference of a bird and amphibian. A mammal and insect. MATERIALS Name two natural materials.										What happens if an
dissolving, mixing, evaporation, filtering, sieving, sieving, melting, materials.									reversible	egg is not fertilised?
dissolving, mixing, evaporation, filtering, sieving, sieving, melting, materials.									changes,	Name a similarity and
evaporation, filtering, sieving, materials.									dissolving,	difference of a bird and
evaporation, filtering, sieving, materials.									mixing,	amphibian. A mammal
sieving, Name two natural melting, materials.										and insect.
melting, materials.									filtering,	MATERIALS
									sieving,	Name two natural
									melting,	materials.
inteversible,									irreversible,	

 Electricity – Sound – States of ma	atter – Animals includ	ding humans – Living things and th	eir habitats – Forces	s – Earth and Space – Properties and o	hanges of materials – Light – I	nheritance and evolution – Pla	ants – rocks – seasonal	changes
							new	What is the meaning of
							material,	these properties of
							burning,	materials: permeable,
							rusting,	flexible, absorbent?
							magnetism,	Name two properties
							electricity,	of each of these
							chemists,	materials which make
							Spencer	them good for these
							Silver, Ruth	jobs: nylon fabric used
							Benerito,	for an umbrella; glass
							quantitative,	used for a greenhouse;
							measureme	plastic used for making
							nts,	electrical plugs. Give
							conductivity,	two examples of
							insulation,	materials that will
							chemical	dissolve in water. What
								is the correct scientific
								words for describing
								something that does
								not dissolve in water?
								Water or another
								liquid with something
								dissolved into it?
								Name two things that
								would make a solid
								dissolve in water
								quicker.
								Give two examples of
								irreversible changes.
								ŭ

Science	Progression			Inte	ent	·		Implementation	Impact		
				National Curricu	lum Objectiv	es					
Year	Skills	Autumi	า 1	Spring 1	Spring 2	Summer 1	Summer 2	How will this be	What	Key	Key Questions
group	knowledge	Autumi	n 2					taught?	skills/knowledg	vocabulary	
	the children							Working	e will children		
	should							scientifically	have acquired?		
	already have										
	Y3 - recognise	Living	<u>Inheri</u>	Animals in. huma		<u>Light</u>	Electricity	Planning	Solid	Light,	LIGHT
6	that they need	things and	tance	Identify and name		Recognise	Associate	enquiries,	understanding of	travels,	Name three light
	light in order to	<u>their</u>	<u>and</u>	parts of the huma		that light	the	including	how light behaves	straight,	sources. How can we
	see things and	<u>habitats</u>	<u>evolu</u>	system and descri		appears	brightness	recognising and	including light	object,	see the moon at night?
	that dark is the		<u>tion</u>	functions of the h	*	to travel	of a lamp	controlling	sources,	shadows,	How does light travel?
	absence of	Describe	Recog	vessels and blood.		in straight	or the	variables where	reflection and	reflect,	Draw a diagram to
	light;	how living	nise			lines.	volume of	necessary	shadows.	reflection,	show how an eye
	notice that light	things are	that	Recognise the imp			a buzzer		Know and use the	light source,	would see an apple.
	is reflected	classified	living	exercise, drugs an		Explain	with the	Taking	recognised	mirrors,	What is the angle of
	from surfaces;	into broad	thing	the way their bod	ies function.	that	number	measurements,	symbols for	periscope,	reflection? What is the
	recognise that	groups	5			objects	and	using a range of	different	rainbow,	angle of incidence?
	light from the	according	have	Describe the way	in which	give out	voltage of	scientific	components in a	filters,	How does a periscope
	sun can be	to	chan	nutrients and wat		or reflect	cells used	equipment, with	series circuit.	reflectors,	work?
	dangerous and	common	ged	transported within		light into	in the	increasing	Answered	white light,	Name two precautions
	that there are	observable	over	including humans		our eyes.	circuit.	accuracy and	questions about	Isaac	that people take to
	ways to protect	characteris	time					precision	what happens	Newton,	protect themselves
	their eyes;	tics and	and			Explain	Compare		when trying	spectrum	from the harmful rays
	recognise that	based on	that			how we	and give	Recording data	different	Components	of the sun.
	shadows are	similarities	fossils			see things	reasons	and results of	components	, switches,	True or false: light
	formed when	and	provi			(light to	for	increasing	(switches, bulbs,	buzzers	travels faster than
	the light from a	differences	de			eyes or	variations	complexity using	buzzers, motors).	motors,	sound; light can travel
	light source is	, including	infor			from	in how	scientific	Have an	series,	through space; the
	blocked by a	micro-	matio			reflectors	compone	diagrams and	understanding of	voltage,	moon is a light source;
	solid object;	organisms,	n			to eyes).	nts	labels,	how the	brightness,	stars shine because
	find patterns in	plants and	about				function,	classification	circulatory	volume,	they reflect the sun's
	the way that	animals.	living			Explain	including	keys, tables, bar	system enables	dangers,	light.
	the size of		thing			why	the	and line graphs	the body to	sign, circuit	What happens and
	shadows		s that			shadows	brightness	and models	function.	diagram,	what is created when
	change.		inhab			have the	of bulbs,		Know how to	switch, bulb,	you put an opaque
			ited			same	the	Reporting	keep their bodies	recognised,	object in front of a
	Y4 - Identify		the			shape as	loudness	findings from	healthy and how	symbols.	light source. How does
	common		earth			the	of buzzers	enquiries,	their bodies		a shadow change as an

	appliances that	or matter. Thinking	millio	and the state of t	objects	and the	including oral	might be	Internal	opaque object is
	run on		ns of		that cast	on/off	and written	damaged (drugs,	organs,	moved further away
	electricity;		years		that cast	position	explanations of	alcohol).	heart, lungs,	from the light source?
	Construct a		ago.		them.	of	results,	Know the work of	liver, kidney,	How does the size of a
	simple series		ugo.			switches.	explanations	Carl Linnaeus.	brain,	shadow change as an
	electrical		Recog			Switches.	involving causal	Understand	skeletal,	opaque object is
	circuit,		nise			Use	relationships,	classification	skeleton,	moved closer to the
	identifying and		that			recognise	and conclusions	systems and how	muscle,	light source?
	naming its basic		living			d symbols	and consider	they work. Know	muscular,	What is the meaning of
	parts, including		thing			when	patterns	that plants and	digest,	opaque? What is the
	cells, wires,		s			representi	patterns	animals can be	digestion,	meaning of
	bulbs, switches		produ				Presenting	subdivided.	digestion,	translucent? What is
	and buzzers;		се			ng a simple	finding in written	Be able to classify	circulatory	the meaning of
	Identify		offspr			circuit in a	form, displays	animals into	system,	transparent?
	whether or not		ing of			diagram.	and other	vertebrates and	heart, blood	ELECTRICITY
	a lamp will light		the			alagrani.	presentations	invertebrates.	vessels,	Draw the symbols for
	in a simple		same				presentations	Understand how	blood,	the following labels:
	series circuit,		kind,				Using test results	living things on	impact, diet,	bulb, cell, open switch,
	based on		but				to make	earth have	exercise,	closed switch, buzzer,
	whether or not		norm				predictions to set	changed over	•	battery, voltmeter, and
	the lamp is part		ally				up further	=	drugs, lifestyle,	ammeter.
	of a complete		-				comparative and	time. Have some	nutrients,	Draw a diagram of a
	loop with a		offspr				fair tests	understanding of	alcohol,	circuit with a battery, a
	battery;		ing				iair tests	characteristics	substances.	switch and an unlit
	Recognise that		vary and				Using simple	being passed	Classify,	bulb. Name two ways
	_						models to	.	• •	that electricity can be
	a switch opens and closes a		are				describe scientific	from parents to their offspring	compare,	generated. Describe
	circuit and		not identi						Linnaean,	_
	associate this		cal to				<mark>ideas</mark>	(cross breeding). Variation in	Carl	the appearance of the bulb in the following
	with whether		their				Identifying	offspring over	Linnaeus, classification	circuits: a circuit with a
							scientific	time impacts		
	or not a lamp lights in a		paren				evidence that has	survival in	, domain,	battery, a bulb and an
			ts.						kingdom,	open switch; a circuit
	simple series		l dan bi				been used to	particular	phylum,	with two batteries, a
	circuit;		Identi				support or refute	environments. Know the work of	class, order,	closed switch and a
	Recognise some		fy				ideas or		family,	bulb; a circuit with a
	common		how				arguments	Mary Anning and Charles Darwin	genus,	closed switch, a buzzer,
	conductors and		anim						species,	a battery and a bulb; a
	insulators, and		als					and Alfred	characteristi	circuit with a motor, a
	associate		and					Wallace.	CS,	bulb and a closed

metals with	plant	their habitats – Forces – Earth and Space – Propertie	vertebrates,	switch; a circuit with
being good	s are		invertebrate	closed switch, a
conductors.	adapt		S,	battery, a motor, a
conductors.	ed to		microorganis	buzzer and a bulb.
Y4 - Describe	suit		ms,	AIH
the simple	their		organism,	What are the three
functions of the	envir		flowering,	main parts of the boo
basic parts of	onme		non-	involved in the
the digestive	nt in		flowering.	circulatory system?
system in	differ		Evolution,	What do valves do?
humans.	ent		adaption,	When the blood leav
Y5 - Describe	ways		inherited	the heart a second
the changes as	and		traits,	time and is pumped
humans	that		natural	around the whole o
develop to old	adapt		selection,	the body, what is th
age.	ation		inheritance,	blood carrying? What
age.	may		Charles	gases do the arterie
Y4 - Recognise	lead		Darwin,	carry? The veins? Th
that living	to		Alfred	capillaries? What g
things can be	evolu		Wallace,	do we used from th
grouped in a	tion.		DNA, Genes,	many gases in the a
variety of ways.	tion.		variation,	we breathe in? Wha
Explore and use			parent,	gas do we get rid o
classification			offspring,	from our body whe
keys to help			fossil,	we exhale? Put the
group, identify			environment	parts of the digestiv
and name a			, habitat,	system in the orde
variety of living			fossilisation,	food passes through
things in their			plants,	the body: small
local and wider			animals,	intestine, mouth,
environment.			living things,	stomach, oesophagi
Recognise that			Mary	large intestine.
environments			Anning.	Name two reasons v
can change and			Anning.	people might take
that this can				drugs.
sometimes				What impact does
pose dangers to				alcohol have on the
living things.				parts of the body
iiviiig tiiiilgs.				heart, brain, liver?

	Electricity – Sound – States of matter – Animals including humans – Living things and their habitats – Forces – Earth and Space – Properties and changes of materials – Light – Inheritance a	and evolution – Plants – rocks – seasonal changes
	Y3 - Compare	LIVING THINGS
	and group	What is the name
	together	given to scientists who
	different kinds	sort and classify living
	of rocks on the	things into groups?
	basis of their	What did Carl Linnaeus
	appearance and	create and why?
	simple physical	What class of animal is
	properties;	a fox? Name three
	describe in	types of
	simple terms	microorganisms. Name
	how fossils are	a way that food is
	formed when	preserved to stop it
	things that have	going mouldy quickly.
	lived are	Name one of the
	trapped within	conditions that help
	rock; recognise	mould grow well.
	that soils are	INHERITANCE/EVOL
	made from	Explain what evolution
	rocks and	means. Explain what a
	organic matter.	fossil is. On average,
		how long does it take
		to make a fossil – 100
		years, 10,000 years,
		1000 years or
		1,000,000 years? How
		can we use fossils as
		evidence of evolution?
		What does inheritance
		mean? True or false –
		inherited
		characteristics are
		always physical.
		True or false – a child
		gets half of its
		characteristics from its
		mother and the other
1		half from its father.

Electricity – Sound – States of	matter – Animals including h	numans – Living things and their habitats – Forces	s – Earth and Space – Prope	rties and changes of materials – Light –	Inheritance and evolution – Pla	nts – rocks – seasonal changes
						Explain why siblings
						who inherit the same
						characteristics from
						their parents are not
						identical to each other.
						What is adaptation?
						Give one example of
						how an animal or plant
						has adapted to suit its
						environment. Give two
						ways a penguin is
						suited to swimming
						under the water.
						Explain how adaptation
						may lead to evolution.