



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

SKILLS PROGRESSION in science KS1	Nursery	Year R	Year 1	Year 2
Plants	<p>I can name a variety of fruit and vegetables.</p> <p>I can talk about where some foods are grown. (Underground, on plants)</p> <p>I can talk about plants growing from seeds or beans.</p>	<p>I can name a variety of fruit and vegetables.</p> <p>I can ask how and why questions about growing, planting and cooking.</p> <p>I can talk about the seasons and how this affects growing plants.</p>	<p>I can identify and name a variety of common wild and garden plants (school grounds)</p> <p>I can identify and label the basic structure of a flowering plant</p> <p>I can observe and draw diagrams showing the different parts of plants</p> <p>I can identify and name deciduous and evergreen trees</p> <p>I can identify and label the basic structure of a tree</p> <p>I can observe how plants change (e.g. leaves falling from trees, buds opening...)</p>	<p>I can identify and name parts of a flowering plant.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>I can observe and describe how seeds grow into mature plant</p> <p>I can observe and describe how bulbs grow into mature plants</p> <p>I can identify and name a variety of plants</p>
Materials	<p>I can test if an object floats or sinks.</p> <p>I can compare materials – e.g., wet and dry sand.</p>	<p>I can choose materials for modelling.</p> <p>I can observe how materials change e.g., melting chocolate, making playdough</p>	<p>I can talk about what things are made from.</p> <p>I can identify and name a variety of everyday materials.</p> <p>I can describe the physical properties of everyday materials</p> <p>I can describe and label everyday materials. Including wood, plastic, glass, metal, water and rock.</p> <p>I can compare a variety of materials based on their physical properties.</p> <p>I can group materials together based on their physical properties.</p>	<p>I can identify and discuss the uses of different everyday materials.</p> <p>I can explore which materials can be used for lots of different things? E.g. metal</p> <p>I can explore items that can be made from different materials e.g., spoons.</p> <p>I can identify and compare the suitability of a variety of everyday materials.</p> <p>I can identify and compare the suitability of a variety of everyday materials.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed</p> <p>I can compare the uses of everyday materials in and around school with materials found in other places</p>



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Animals including humans	<p>I can name common pets and farm animals.</p> <p>I can name common zoo animals.</p> <p>I can name and observe minibeasts.</p> <p>I can name some young animals. (puppy, kitten)</p> <p>I can compare two animals and notice some differences.</p> <p>I can observe and describe the life cycle of a butterfly.</p>	<p>I can name a variety of animals (pets, farm and zoo)</p> <p>I can name and match animal young to their mother.</p> <p>I can name a variety of minibeasts.</p> <p>I can talk about the stages of a life cycle (e.g. butterfly, bird)</p>	<p>I can identify a variety of common animals (fish, amphibians, reptiles, birds, mammals)</p> <p>I can identify and name a variety of common carnivores, herbivores can identify and name a variety of common omnivore</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p> <p>I can identify, name, draw and label the basic parts of the human body</p> <p>I can identify the senses and say which part of the body is associated with each sense.</p>	<p>I can describe the basic needs of animals, including humans, for survival.</p> <p>I can explain the importance of healthy eating for humans</p> <p>I can explain the importance of exercise and hygiene for humans.</p> <p>I can understand that humans have offspring that grow into adults. Animals, including humans</p> <p>I can show the stages of growth for a ...cat?</p> <p>I can show the stages of growth for a ..bird?</p>
Living Things and Their Habitats	<p>I can create a bug hotel.</p>	<p>I can name a variety of living things and know what living things do.</p> <p>I can sort things into living and non-living.</p>		<p>I can identify the characteristics that are common to living things.</p> <p>Is a flame alive?</p> <p>I can explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>I can identify different habitats</p> <p>I can find out about the plants and animals that live in a certain habitat. (sea shore?)</p> <p>Explore the plants and animals that can be found in a contrasting habitat (woodland?)</p> <p>I can find out about the plants and animals that are found in Antarctica.</p> <p>I can identify and name a variety of plants and animals in the local habitats</p> <p>I can identify and name a variety of plants and animals in a different micro-habitat.</p> <p>I can describe how animals obtain their food from plants and other animals.</p> <p>I can construct a simple food chain</p>



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Longitudinal Study- Seasonal changes. Observe the weather each day. Talk about seasonal changes.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	
Working Scientifically <ul style="list-style-type: none">• Asking simple questions about the world around them• Making simple observations about their surroundings• Identifying common fruits, animals, etc	<ul style="list-style-type: none">• asking simple questions and recognising that they can be answered in different ways• observing closely, using simple equipment• performing simple tests• identifying and classifying• using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions.	