ST. MARY'S CATHOLIC PRIMARY SCHOOL

Science Progression Document



Working scientifically skills are embedded throughout the curriculum and are not taught as a separate strand. We use these symbols in our books and classes to remind ourselves that these processes and methods are involved in every year group and every science lesson. These skills will help children to seek answers to questions posed by the world around us.

Curriculum Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

EYFS

Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Communication and Language Listening, Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding

Personal, Social and Emotional Development – managing self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Key Stage One – Science: knowledge and skills progression		
KS1		
Unit	**Skills**	**Success Criteria**
1. Everyday materials	• asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions	• I can identify a variety of everyday materials. • I can describe the physical properties of a variety of everyday materials. • I can distinguish between an object and the material from which it is made.

	• gathering and recording data to help in answering questions • Observing closely using simple equipment • performing simple tests • identifying and classifying	• I can compare and group together a variety of everyday materials on the basis of their simple physical properties
2. Animals including humans	• asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions • Observing closely using simple equipment • identifying and classifying	• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals. • I can identify and name a variety of common animals that are carnivores, omnivores and herbivores. • I can identify, name, draw and label the basic parts of the human body. • I can identify which part of the body is associated with each sense. • I can compare humans.
3. Plants	• asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions • Observing closely using simple equipment • identifying and classifying	• I can identify different plants. • I can identify and describe the basic structure of plants. • I understand that plants can grow. • I can name a variety of common wild plants. • I can sort a variety of plants. • I can name a variety of common plants that we can eat. • I can identify, name and describe the basic structure of deciduous and evergreen trees.

4. Seasonal change	• using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • Observing closely using simple equipment • performing simple tests • identifying and classifying	• I can observe and describe changes across the four seasons. • I can observe how day length varies. • I can describe weather associated with the seasons.
Year 2		
1. Uses of everyday materials	• asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • Observing closely using simple equipment • performing simple tests • identifying and classifying	• I can identify a variety of everyday materials. • I can distinguish between an object and the material it is made from. • I can investigate the properties of different materials.
2. Animals including humans	• using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • Observing closely using simple equipment • performing simple tests • identifying and classifying	• I can find out about and describe the basic needs of animals, including humans, for survival. • I notice that animals, including humans have offspring which grow into adults. • I can describe the importance for humans to exercise. • I can describe the importance for humans to eat the right amounts of different types of food.

		• I can describe the importance for humans to have good hygiene. • I can describe the importance for humans to look after themselves.
3. Living things and their habitats	• asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • Observing closely using simple equipment • performing simple tests • identifying and classifying	• I can explore and compare the differences between things that are living, dead, and things that have never been alive. • I can identify and name a variety of plants and animals in their habitats, including microhabitats. • I can identify and name a variety of plants and animals in their habitats. • I can identify that most living things live in a habitat to which they are suited. • I can construct a simple food chain.
4. Plants	• using their observations and ideas to suggest answers to questions • Observing closely using simple equipment • identifying and classifying	• I can identify that fruit, vegetables and herbs are types of plant that we eat. • I can observe and describe how seeds grow into mature plants. • I know what plants need to grow and stay healthy. • I can explain the life cycle of plants.