

Science Knowledge and Skills Progression Map

Cycle	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	I can explore, observe and find out about different places and the environment I can talk about similarities and differences I can make observations of plants and explain why some things occur, and talk about changes	Fe Fi Fo Fum I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees.	Fe Fi Fo Fum I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Revi I can identify and descrit different parts of flowerin stem/trunk, leaves and t I can explore the require life and growth (air, light from soil, and room to g vary from plant to plant I can investigate the way transported within plants I can explore the part the life cycle of flowering pla pollination, seed formati dispersal.	be the functions of ng plants: roots, lowers ements of plants for , water, nutrients row) and how they y in which water is s at flowers play in the ants, including	I can describe th reproduction in s I can give reasor plants I can identify how adapted to suit th in different ways adaptation may I	some plants ns for classifying w plants are heir environment and that

	I understand the	Revise	An Apple A Day	Food Glorious Food	Reproduction	Commented [KS1]: I added Revise as thought that the
	importance of		Keeps the Doctor		PHSE RHSE	itallics was the same as what was above. Is that the case?
	physical activity and	I can identify and name a	Away	I can describe the simple functions of the	I can describe the changes as	
	making healthy	variety of common	-	basic parts of the digestive system in	humans develop to old age	Commented [KS2]: Wouldn't Year 1 being doing this as
	choices about food	animals including fish,	I can find out about	humans		well?
S		amphibians, reptiles,	and describe the		Veer F	
LE LE	l can explore,	birds and mammals	basic needs of	I can identify the different types of teeth in	Year 5	
Humans	observe and find out		animals, including	humans and their simple functions I can	I know about the physical and	
n	about people,	I can identify and name a	humans, for survival	construct and interpret a variety of food	emotional changes that occur	
I	places and the	variety of common		chains, identifying producers, predators and	during puberty.	
including	environment	animals that are	I can describe the	prey	N C	
. <u> </u>		carnivores, herbivores	importance for	p	Year 6	
n	I can talk about	and omnivores	humans of exercise.	I understand the things animals need to	I can explain how babies are	
<u> </u>	similarities and		eating the right	survive and stay healthy.	made.	
.⊆	differences	I can describe and	amounts of different			
S		compare the structure of	types of food, and	I can identify the nutrients provided by a	Revise	
a	l can make	a variety of common	hygiene.	range of foods.	I can describe the differences in	
3	observations of	animals	, g.oo.		the life cycles of a mammal, an	
Animals	animals and explain			Food Glorious Food	amphibian, an insect and a bird	
\triangleleft	why some things				I can describe the life process of	
	occur, and talk			I understand why different animals require	reproduction in some plants and	
	about changes			different balances of nutrients.	animals	
	Ũ				I can describe how living things	
					are classified into broad groups	
					are stassined into broad groups	

I can explore, observe and find out about people, places and the environment I can explore and compare the differences between things that are living, dead, and things that have never been alive I can find the nutritional value of different foods. I can find the nutritional value of different foods. according to common observable characteristics and based on similarities and differences I can talk about how environments might vary from one another I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different thabitats provide for the basic needs of different other I can identify and name a variety of plants and animals in their habitats, including microhabitats Reproduction PHSE RHSE I recognise that living things have that inhabited the Earth millions of years ago I can explore differences other I can 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. I can reflect on my develops inside a mother's womb and that both the male and female sex parts are needed to make a baby. I can reflect on my developsement from beina a
L can reflect on my development from being a baby. L understand conception and the growth of a baby in the womb

	I can talk about	Ch Ch Ch		Ch Ch Ch	Meet the	Magnets and	
	similarities and differences in objects	Changes		Changes	Flintstones Rocks	Forces	I can compare and group together everyday materials on the basis of their properties
Everyday Materials	and materials I can observe some materials and objects and can explain why some things occur and talk about changes	I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	Uses of Everyday Materials	I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I recognise that soils are made from rocks and organic matter. Splash I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of	I can compare how things move on different surfaces I notice that some forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials I can describe magnets as having two poles I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	of their properties I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials I can demonstrate that dissolving, mixing and changes of state are reversible changes I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible Burglar Bill Electricity I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches I can use recognised symbols when representing a simple circuit in a diagram

evaporation with temperature.

Septence I can talk about similaries and differences weather and the seasons I can observe the changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. I can observe and describe weather associated with the seasons and how day length varies. I can bearve the changes arrows the four seasons and how day length varies. I can find patterns between the pitch of a sound and features of the object that produced it. I can use the idea of the Earth and other planets relative to the sun fact and night appears to travel in straight lines. Septence I can individe a construction of the season such as the produced it. I can find patterns between the vibrations from sounds travel is an observe and how day length varies. I can find patterns between the vibrations from sounds travel is an observe and how day length varies. I can find patterns between the vibrations from sounds travel is an observe and how day length varies. I can find patterns between the vibrations from sounds travel is an observe and how day length varies. I can find patterns between the vibrations from sounds travel is an errow find patterns between the vibrations from as approximately spherical bodies and then the sound are the size of the object that produced it. I can use the idea of the Earth's fortation to explain day and night appears to travel in straight lines. I can can be avere the comment of the sound source increases. I can straight lines. I can use the idea thal light travels is no light sources to our eyes or form						
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in straight lines to explain why shadows have the same shape as						2
in straight lines to explain why shadows have the same shape as						I can use the idea that light travels
the objects that cast them						shadows have the same shape as
						the objects that cast them

[• • • •	
	I can observe,	Fe Fi Fo Fum	Splash!	Elementary My Dear Watson
	describing and explain			Blood Spatter
	what I see in simple terms	I can ask simple questions and recognise that they	I can ask relevant questions and using	I can plan different types of
		can be answered in different ways	different types of scientific enquiries to answer them	scientific enquiries to answer questions
	I can ask questions to	I can observe closely, using simple equipment		
	find out more		I can set up simple practical enquiries,	I can take measurements, using a
	I can compare using	I can perform simple tests	comparative and fair tests	range of scientific equipment, with
	simple vocabulary		Lean make systematic and correful	increasing accuracy and precision,
>	Simple vocabulary	I can identify and classify	I can make systematic and careful observations and, where appropriate, taking	taking repeat readings when
í ≦'	l can describe a	I can use my observations and ideas to suggest	accurate measurements using standard	appropriate
ğ	sequence of events	answers to guestions	units, using a range of equipment	
ij	•			I can record data and results of
Scientifically	I can choose and use	I can gather and record data to help in answering	I can gather, record, classify and present	increasing complexity
	a range of tools to	questions.	data in a variety of ways to help in answering	increasing complexity
. <u></u>	explore and record		questions	
ŭ				I can use test results to make
			I can record findings using simple scientific	predictions to set up further
ဦ			language, drawings, labelled diagrams, keys,	comparative and fair tests
÷			bar charts, and tables	
Working			I can report on findings from enquiries	I can report and present findings
Š				from enquiries
>			I can use results to draw simple conclusions,	
			make predictions for new values, suggest	
			improvements and raise further questions	
			I can identify differences, similarities or	
			changes related to simple scientific ideas	
			and processes	
			I can use straightforward scientific evidence	
			to answer questions or to support my	
			findings.	

Cycle	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 2	EYFS I can explore, observe and find out about different places and the environment I can talk about similarities and differences I can make observations of plants and explain why some things occur, and talk about changes	Year 1 Revise I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees.	Year 2 Revise I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Year 3 Where the Will I can identify and des of different parts of fid roots, stem/trunk, lea I can explore the requ for life and growth (ai nutrients from soil, ar and how they vary fro I can investigate the v is transported within p I can explore the part the life cycle of flower including pollination, seed dispersal. I recognise that living grouped in a variety of I can explore and use to help group, identify variety of living things wider environment I recognise that envir change and that this pose dangers to living	d Things Are scribe the functions owering plants: ves and flowers uirements of plants ir, light, water, nd room to grow) om plant to plant way in which water plants t that flowers play in ring plants, seed formation and things can be of ways e classification keys y and name a s in my local and onments can can sometimes	Polar I	Express Detectives e life process of ome plants as for classifying v plants are heir environment and that

			B :		1	
	I understand the importance of	Funny Bones	Revise	Revise	Lie enthe este	
	physical activity and	I can identify, name, draw and label the basic parts		I understand the things animals need to	Heartbeats The Circulatory System	
	making healthy	of the human body and	I notice that animals,	survive and stay healthy.	I can identify and name the main	
	choices about food	say which part of the	including humans, have	, ,	parts of the human circulatory	
		body is associated with	offspring which grow into	I can identify the nutrients provided by a	system, and describe the functions	
	I can explore, observe and find out	each sense	adults	range of foods.	of the heart, blood vessels and	
	about people, places	Let's Go Safari	I can find out about and	I understand why different animals	blood	
	and the environment	I can identify and name a	describe the basic	require different balances of nutrients.	I recognise the impact of diet, exercise, drugs and lifestyle on the	
		variety of common	needs of animals,		way my body functions	
	I can talk about similarities and	animals including fish,	including humans, for survival	I can find the nutritional value of	I can describe the ways in which	
S	differences	amphibians, reptiles, birds and mammals	Garvivar	different foods.	nutrients and water are transported	
Humans			I can describe the	I can identify that humans and some	within animals, including humans	
E	l can make	I can identify and name a	importance for humans	other animals have skeletons and		
Ţ	observations of animals and explain	variety of common	of exercise, eating the right amounts of	muscles for support, protection and		
	why some things	animals that are carnivores, herbivores	different types of food,	movement	Reproduction	
i	occur, and talk about	and omnivores	and hygiene.	Reproduction	PHSE RHSE	
ň	changes			PHSE RHSE	I can describe the changes as humans develop to old age	
с С		I can describe and		Year 3 "Differences"	Year 5	
Animals including		compare the structure of a variety of common		J can explore differences between male	I know about the physical and	Deleted:
Ø		animals		and female.	emotional changes that occur	
.≝				I can reflect on differences between male and female other than physical	during puberty.	
Ā				differences.	X A	
					Year 6 I can explain how babies are	
				Year 4 "How Did I Get Here?"	made.	
				I can explain that a baby develops inside a mother's womb and that both	induc.	
				the male and female sex parts are		
				needed to make a baby.		
				I can reflect on my development from		
				being a baby.		
				I understand conception and the growth		
				of a baby in the womb		

I can explore, observe	Revise	Polar Express
and find out about people, places and the environment	I can explore and compare the differences between things that are living, dead, and things that have never been alive	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
I can talk about how environments might vary from one another	I can identify that most living things live in habitats to which they are suited and describe how different	I can describe the life process of reproduction in some plants and animals
	habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Darwin Detectives Classification and Adaptation
	I can identify and name a variety of plants and animals in their habitats, including microhabitats I can describe how animals obtain their food from plants	I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences
	and other animals, using the idea of a simple food chain, and identify and name different sources of food.	I can give reasons for classifying plants and animals based on specific characteristics
		I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
		I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
		I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

I can talk about similarities and differences in objects and materials I can distinguish tak about objects and materials I can distinguish to an distinguish tak about objects and the materials I can distinguish to an distinguish tak about objects and the materials I can identify and compare the sultability of a variety of everyday materials. Including wood, metal, plastic, glass, birck, rock, paper and cardboard for particular uses I notice that light is reflected from sufficience I notice that light from thes una can be dangerous and that there are ways protect their eyes I can describe the simple physical group together a variety of everyday materials on the basis of their simple physical properties I can compare and group together a variety of everyday materials on the simple physical group together a variety of everyday materials on the basis of their simple physical properties I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can compare the variety of everyday materials on the variety of everyday materials on the series circuit I can compare the variety of everyday materials on the variety of everyday materials on t							
gifferences in objects and materials I can distinguish between an object and the material between an object and the material between an object and the material between an object from which it is made I can identify and cardboard for avriety of everyday materials, including object their eyes I can identify and cardboard for avriety of everyday materials on the singe and text that the		I can talk about	Singing in the		Singing in the Rain	In the Spotlight	The Arrival
and materials Lean distinguish materials and object and can explain whys some things occur and talk about changes Lean distinguish between an object and the materials made aradiety of everyday materials, including wood, plastic, glass, metal, water, and rock Compare the suitability of a variety of everyday materials including wood, plastic, glass, metal, water, and rock Compare the suitability of a variety of everyday materials on the basis of their simple physical properties Lean distinguish materials including wood, plastic, glass, metal, water, and rock Lean describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties. Lean describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties. Lean describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties. Lean compare and variety of everyday materials on the basis of their simple physical properties. Tean compare and variety of everyday materials on the basis of their simple physical properties. Tean compare and variety of everyday materials on the basis of their simple physical properties. Tean compare and variety of everyday materials on the basis of their simple physical properties. Tean compare and variety of everyday materials on the basis of their simple physical properties. Tean compare and variety of everyday materials content variety of everyday materials on the basis of their simple physical properties. Tean compare and variety of everyday materials content variety of everyday materials content variety of everyday materials content variety of everyday materials con the basing of their simple physical properties.		similarities and	Rain			I recognise that they need light in order	Forces
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conductors.						associate metals with being good	
						conductors.	

	I can talk about	I can observe the changes across the four seasons	Seasonal changes and climate are	Revise	Formatted: Font: (Default) Arial, 10 pt
Changes	similarities and differences weather and the seasons I can observe the weather and can talk	I can observe and describe weather associated with the seasons and how day length varies.	revised and developed in Geography	The Solar System (also studied in Cycle 1 in French Term 4) I can describe the movement of the Earth and other planets relative to the sun in the solar system	
	about changes			I can describe the movement of the moon relative to the Earth	
Seasonal				I can describe the sun, Earth and moon as approximately spherical bodies	
ň				I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	

	I can observe,	Funny Bones	I can ask simple	I can ask relevant questions and using	The Arrival
Scientifically	describing and explain	Does the tallest person	questions and recognise	different types of scientific enquiries to	Gyroscopes
	what I see in simple	have the largest feet?	that they can be	answer them	Polar Express
	terms		answered in different		Santa's Hot Chocolate
		I can ask simple questions	ways	I can set up simple practical enquiries,	
	I can ask questions to	and recognise that they can		comparative and fair tests	I can plan different types of
	find out more	be answered in different	I can observe closely,		scientific enquiries to answer
		ways	using simple equipment	I can make systematic and careful	questions
	I can compare using			observations and, where appropriate,	I can take measurements, using a
	simple vocabulary	I can observe closely, using	I can perform simple	taking accurate measurements using	range of scientific equipment, with
		simple equipment	tests	standard units, using a range of	increasing accuracy and precision,
	I can describe a			equipment	taking repeat readings when
	sequence of events	I can perform simple tests	I can identify and	I am anthen around along the and	appropriate
	I can choose and use a		classify a wider range of	I can gather, record, classify and	I can record data and results of
	range of tools to	I can identify and classify	things	present data in a variety of ways to help	increasing complexity
	explore and record	I		in answering questions	
<u>.</u>	explore and record	I can use my observations	I can use my observations and ideas	I can record findings using simple	I can use test results to make
Õ		and ideas to suggest answers to guestions	to suggest more detailed	scientific language, drawings, labelled	predictions to set up further
Working		answers to questions	answers to questions	diagrams, keys, bar charts, and tables	comparative and fair tests
				diagrams, keys, bar charts, and tables	I can report and present findings
		I can gather and record data	Lean action and record	I can report on findings from enquiries	from enquiries
		to help in answering	I can gather and record data carefully to help in	roun report on intellige north origines	
		questions.	answering questions.	I can use results to draw simple	Darwin Detectives
			answering questions.	conclusions, make predictions for new	
-				values, suggest improvements and raise	I can identify scientific evidence
				further questions	that has been used to support or
				•	refute ideas or arguments
				I can identify differences, similarities or	
				changes related to simple scientific	
				ideas and processes	
				I can use straightforward scientific	
				evidence to answer questions or to	
				support my findings.	