

Sharlston Science Progression EYFS			
Nursery	Term 1	Term 2	Term 3
Development Matters	<p>To use all their senses in hands on exploration of natural materials.</p> <p>To talk about what they see, using a wide vocabulary.</p> <p>To explore collections of materials with similar and/or different properties.</p>	<p>To use all their senses in hands on exploration of natural materials.</p> <p>To talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>To explore and talk about different forces they can feel.</p>	<p>To use all their senses in hands on exploration of natural materials.</p> <p>To talk about what they see, using a wide vocabulary.</p> <p>To care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To talk about the differences between materials and changes they notice.</p>
Skill	<p>To talk about what I see.</p> <p>To talk about what I notice.</p> <p>To use my senses.</p>	<p>To talk about what I see.</p> <p>To talk about what I notice.</p> <p>To use my senses.</p> <p>To talk about the different forces, I can feel.</p>	<p>To talk about what I see.</p> <p>To talk about what I notice.</p> <p>To use my senses.</p> <p>To ask questions.</p>
Substantive Knowledge	<p>As Scientists learn that there are four seasons; Autumn, Winter, Spring, Summer.</p> <p>As Scientists learn that humans have 5 senses; sight, hearing, touch, taste, smell.</p> <p>As Scientists use senses to explore the outdoor environment, identify and describing Autumnal objects.</p> <p>As Scientists use senses to explore collections of Autumnal objects.</p> <p>As Scientists, classify leaves according to their colour, size and shape.</p>	<p>As Scientists recall that there are four seasons; Autumn, Winter, Spring, Summer.</p> <p>As Scientists recall that humans have 5 senses; sight, hearing, touch, taste, smell.</p> <p>As Scientists use senses to explore the outdoor environment, identifying and describing signs of Spring.</p> <p>As Scientists, talk about what happens to things when the wind blows (kites, windmills, trees, ribbons, hair, clothing, litter)</p> <p>As Scientists, plant and care for cress, potatoes and sunflowers.</p>	<p>As Scientists recall that there are four seasons; Autumn, Winter, Spring, Summer.</p> <p>As Scientists recall that humans have 5 senses; sight, hearing, touch, taste, smell.</p> <p>As Scientists, care for growing potato plants by watering them.</p> <p>As Scientists use senses to explore collections of materials.</p> <p>As Scientists talk about the differences between wet and dry ingredients and changes they notice when heating and cooling.</p> <p>As Scientists make collections of objects made from the same material.</p>

			As Scientists, order the stages of the life cycle of a ladybird.		As Scientists, match farm animals and their babies.
Vocabulary	Seasons Autumn Winter Leaves Conkers Pine cones Pumpkins Senses Sight Hearing Touch Taste Smell		Seasons Winter Spring Buds Shoots Senses Sight Hearing Touch Taste Smell Grow Seed Plants Cress Sunflowers Change Life cycle Ladybird Egg Larva Pupa Wind Blow Babies Piglet Calf Lamb		Seasons Spring Summer Growing Plants Senses Sight Hearing Touch Taste Smell Materials Wood Metal Plastic Fabric Same Similar Different Wet Dry Heat Cool Change
Scientific Enquiry	How can I grow a rainbow?	Can milk change colour?	What happens when it rains?	How does a plant drink water?	Will it float or sink? Which materials are waterproof?
Reception	Term 1		Term 2		Term 3

<p>Development Matters</p>	<p>To use all their senses in hands on exploration of natural materials. To describe what they see, hear and feel whilst outside. To explore the natural world around them. To understand the effect of changing seasons on the natural world around them.</p>	<p>To understand the effect of changing seasons on the natural world around them. To explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)</p>	<p>To explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)</p>
<p>Skill</p>	<p>To talk about what I see both inside and outside. To talk about what I notice. To use my senses to describe what I see hear and feel. To ask questions. To talk about the different materials in the environment.</p>	<p>To talk about what I see both inside and outside. To talk about what I notice. To use my senses to describe what I see hear and feel. To ask questions. To think of my own ideas. To use scientific equipment. To record my findings.</p>	<p>To talk about what I see both inside and outside. To talk about what I notice. To use my senses to describe what I see hear and feel. To ask questions. To think of my own ideas. To use scientific equipment. To record my findings. To talk about my learning. To answer questions about my experiment/investigation. To use my reading experience to talk about different environments. To compare, saying how things are the same or different.</p>
<p>Substantive Knowledge</p>	<p>As Scientists learn that there are four seasons; Autumn, Winter, Spring, Summer. As Scientists learn that humans have 5 senses; sight, hearing, touch, taste, smell. As Scientists, observe and talk about how the leaves are changing. As Scientists use senses to explore collections of materials and classify them according to their properties.</p>	<p>As Scientists learn that there are four seasons; Autumn, Winter, Spring, Summer. As Scientists learn that humans have 5 senses; sight, hearing, touch, taste, smell. As Scientists, learn that water freezes and becomes ice. As Scientists, learn that ice melts when it is heated.</p>	<p>As Scientists learn that there are four seasons; Autumn, Winter, Spring, Summer. As Scientists learn that humans have 5 senses; sight, hearing, touch, taste, smell. As Scientists, learn that animals can live in different homes. As Scientists, learn that animals have different body parts.</p>

	<p>As Scientists, learn that some materials are natural.</p> <p>As Scientists, learn that some materials grow and come from the ground.</p> <p>As Scientists, learn that magnets stick to some metals.</p>	<p>As Scientists, understand that a life cycle shows us how a plant or animal grows.</p> <p>As Scientists, order the stages of the life cycle of a butterfly.</p> <p>As Scientists, order the stages of the life cycle of a bean.</p> <p>As Scientists, learn that a plant has roots, a stem and leaves. Learn that some plants have flowers and/or fruits.</p> <p>As Scientists, learn that fruits contain seeds.</p> <p>As Scientists, classify fruits and vegetables.</p> <p>As Scientists, learn that some vegetables grow under the ground and some grow on top of the ground.</p>	<p>As Scientists, learn that animals move in different ways.</p> <p>As Scientists, classify animals according to how they move.</p> <p>As Scientists, classify animals according to where they live.</p>
<p>Vocabulary</p>	<p>Seasons Autumn Winter Leaves Senses Sight Hearing Touch Taste Smell Wood Brick Plastic Metal Fabric Slate Coal Magnet</p>	<p>Seasons Winter Spring Senses Sight Hearing Touch Taste Smell Ice Freeze Melt Heat Plant Roots Stem Leaves Fruit Vegetable</p>	<p>Seasons Spring Summer Animals Head Body Legs Tail Wings Beak Gills Fly Swim Walk Slither Classify</p>

			Seeds Animals Life cycle Egg Caterpillar Cocoon Butterfly Bean Seedling Classify			
Scientific Enquiry	Which paper helicopter will travel the fastest?	Which materials are magnetic?	What will melt the ice the fastest?	What does a bean need to grow?	How can we make worms dance?	Whose mouse will travel the furthest?
Year 1	<p><u>Working Scientifically</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Ask simple questions</li> <li>• Observe closely</li> <li>• Perform simple tests</li> <li>• Identify and Classify</li> <li>• Suggest answers to questions</li> <li>• Gather and record data</li> </ul> <p><u>Plants</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><u>Animals, including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</li> <li>• Describe and compare the structure of a variety of common animals.</li> </ul> <p><u>Everyday materials</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock.</li> <li>• Compare</li> </ul> <p><u>Seasonal changes</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> </ul>					

- Observe and describe weather associated with the seasons and how day length varies.