

Science Progression Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	ExploreObserveDraw	 Identify and classify Testing Recording Observing Questioning 	 Observe Ask questions Perform simple tests Answer questions record data 	Observations Questions Measurements Data Identifying Enquiries Recording Fair tests	 Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab. 	 Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab. 	 Question, use evidence, measure, test, record, report, present. Read, spell and pronounce scientific vocab.
Plants Significant figures: Jospeh Banks George Washington Carver	Explore the natural world around them, making observations and drawing pictures of animals and plants. Notice some of similarities and differences between the natural world	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering	Observe and describe how seeds and bulbs grow into mature plants Sunflower & daffodil Find out and describe how plants need water, light and a suitable temperature to	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water,			

around them and contrasting environments, drawing on their experiences and what has been read in class. Trees - horse chestnut, bramble, sycamore, pine & pine cone, rhododendron, oak & acorn Deciduous and evergreen Flowers - snowdrops, crocus, daffodils, bluebells	nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Radish, cress Plants for dispersal: Dandelion, Sycamore, Acorn, Berries, Peas Seeds, seed dispersal, water transportation,
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Animals including humans	Explore the natural world around them,	Identify and name a variety of common	Notice that animals, including	functions of a plant. Identify that animals, including	Construct and interpret a variety of food	Describe the changes as humans develop	Describe the ways in which nutrients and
Significant figures: Helen Keller	making observations and drawing pictures of animals and plants.	animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human	humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	chains, identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans - teeth, mouth, oesophagus, stomach, small and large intestine, bowel Identify the different types of teeth in humans and their simple functions	from birth to old age.	water are transported within animals, including humans. Identify and name the main parts of the human circulatory system (heart, veins, arteries, chambers, valves, lungs, muscles) and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Living things and habitats Significant figures:	Explore the natural world around them, making	category - fish, amphibians, reptiles Name animals which are carnivore, herbivore and omnivore	Explore and compare the differences between things	Recognise that living things can be grouped in a variety of ways	Describe the differences in the life cycles of a mammal, an	Describe how living things are classified into broad groups
		body and say which part of the body is associated with each sense. Birds - robin, sparrow, blue tit, woodpecker, black bird Woodland animals - grey squirrel, fox, rabbit, snake, frog, slugs and snails, woodlice Animals 1 hot/1 cold for each category - fish, amphibians				

Attenborough Dame Jane Goodall Carl Linnaeus Notice some of similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Parallel in class. That are liting, dead, and classification beys to help group, identify and name a variety of living things in their local and wider environment around them and contrasting environments, different habitats provide experiences and what has been read in class. Animals: Cambo Dame Jane pictures of things that have never been and mand and name a variety of living things in their habitats. Identify that suited and difference environment describe how different habitats provide experiences and what has been read in class. The first are liting, dead, and classification hexys to help group, identify and name a variety of plants are never been and name a variety of plants and plants, and how they depend on each other labitats in their habitats, including micro-habitats (cliffs, beach, rockpools, sea, woodland) The first are litings that have never been and describe how and name a variety of living things. That are litings that have never been and and and and and and aname a variety of living things. Liting liting them things in their habitats: The first are litings that have never been and an ama a variety of living things. That are litings that have never help group, identify and name a variety of living things in their habitats; The first are liting that the variety of living things in their habitats; The first and and name a variety of living things in their habitats; The first and	Sir David	observations	that are living,	F	amphibian, an	according to
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rockpools, sea, woodland)			·	navitats.		
woodland) nedgerow,				Pond,		
woodland, field				hedgerow,		
			woodtandy	woodland, field		

		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. Woodland animals, habitats, life cycles and food chains Seaside animals, habitats, life cycles and food chains	Changing environments	
Evolution and inheritance Significant figures:				Recognise that living things have changed
Charles Darwin				over time and that fossils provide
Alfred Wallace				information about living things that inhabited the

	Earth millions of
	years ago
	recognise that
	living things
	produce
	offspring of the
	same kind, but
	normally
	offspring vary and are not
	identical to their
	parents
	identify how
	animals and
	plants are
	adapted to suit their
	environment in
	different ways
	and that
	adaptation may
	lead to
	evolution.
	Moths, Tigers
	(Sumatran),
	orangutans,
	elephants,
	Burmese
	python,
	penguins
	(Humboldt,
	Rockhopper &

						emperor), Asian jungle, Antarctic
Rocks Significant figures: Mary Anning	Explore the natural world around them, making observations and drawing pictures of plants and animals			Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.		
Everyday Materials	Recognise some important changes and processes in the natural world around them, including the	Distinguish between an object and the material from which it is made Identify and name a variety	Identify and compare the suitability of a variety of everyday materials, including wood,			

seasons and	of everyday	metal, plastic,
changing states	materials,	glass, brick,
of matter	including wood,	rock, paper and
	plastic, glass,	cardboard for
	metal, water,	particular uses
	and rock	Find out how
	Describe the	the shapes of
	simple physical	solid objects
	properties of a	made from
	variety of	some materials
	everyday	can be changed
	materials	by squashing,
	Illaterials	bending,
	Compare and	twisting and
	group together	stretching.
	a variety of	
	everyday	Materials - fit
	materials on the	for purpose
	basis of their	investigation
	simple physical	Materials - Ship
	properties.	investigation
	Sorting	
	materials	Waterproof and durability
	Naming	
	materials	Materials
	materials	investigation
	Comparing	Which materials
	materials	burn best?
		Build up the
		houses to set
		fire too

Properties and changes of materials	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	
				know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	
				use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through	

	filtering, sievi	nσ
	and	116
	evaporating	
	give reasons,	
	based on	
	evidence from	ı
	comparative	
	and fair tests	
	for the	
	particular use	S
	of everyday	
	materials,	
	including	
	metals, wood	
	and plastic	
	demonstrate	
	that dissolvin	g,
	mixing and	
	changes of st	
	are reversible	
	changes	
	explain that	
	some changes	
	result in the	
	formation of	
	new materials	
	and that this	2,
	kind of chang	
	is not usually	
	reversible,	
	including	
	changes	

				associated with burning and the action of acid on bicarbonate of soda.	
States of matter	Recognise some important processes and changes in the natural world around them, including the seasons and changing states of matter.		Compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate		

	the rate of evaporation with temperature.	
Light	Recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in
		straight lines to

		shadows change.		explain why shadows have the same shape as the objects that cast them.
Sound			Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it	

	sour fain dist the sour	cognise that unds get nter as the tance from e sound urce reases	
Forces and magnets Significant figures: Sir Isaac Newton	Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and	

			basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.	gears, allow a smaller force to have a greater effect.	
Seasonal changes	Recognise some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.			

	Trees Four seasons Weather Throughout year			
Earth and Space			Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth	
			describe the Sun, Earth and Moon as approximately spherical bodies	
			Use the idea of the Earth's rotation to explain day and night and the apparent	

		movement of the sun across the sky.	
Significant figures: Thomas Edison Lewis Latimer Granville T Woods	Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram.

and closes a
circuit and
associate this
with whether or
not a lamp
lights in a
simple series
circuit
Recognise some
common
conductors and
insulators, and
associate
metals with
being good
conductors.