Progression of Skills and Knowledge KS1 & KS2

Science **Autumn Term, Spring Term, Summer Term**

* Year groups should be aware of what has been taught previously within a topic and the vocabulary children should have an awareness of. This should be recapped at the start of a topic and then clearly built upon.
* Correct application of previously learnt and new vocabulary should demonstrate a child’s progressive learning within an area of science.
* Working Scientifically evidence should again be progressive across the school. Teachers should note when they can evidence certain objectives during particular topics/ curriculum points.

E.g Year 2 Living Things: *Explore and compare the difference between things that are living, dead and things that have never lived*

Working Scientifically criteria that can be applied here- *Ask questions; gather and record data; identify and classify*

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Working scientifically** | ***Asking questions***  Ask simple questions and recognise that they can be answered in different ways  ***Measuring and recording***  Observe closely, using simple equipment  Perform simple tests  Gather and record data to help in answering questions  ***Concluding***  Identify and classify  Use their observations and ideas to suggest answers to questions  ***Evaluating***  n/a | ***Asking questions***  Ask simple questions and recognise that they can be answered in different ways  ***Measuring and recording***  Observe closely, using simple equipment  Perform simple tests  Gather and record data to help in answering questions  ***Concluding***  Identify and classify  Use their observations and ideas to suggest answers to questions  ***Evaluating***  n/a | ***Asking questions***  Ask relevant questions and use different types of scientific enquiries to answer them  Set up simple practical enquiries, comparative and fair tests  ***Measuring and recording***  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Gather, record, classify and present data in a variety of ways to help in answering questions  ***Concluding***  Identify differences, similarities or changes related to simple scientific ideas and processes  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Use straightforward scientific evidence to answer questions or to support their findings  ***Evaluating*** (Same as Year 4) | ***Asking questions***  Ask relevant questions and use different types of scientific enquiries to answer them  Set up simple practical enquiries, comparative and fair tests  ***Measuring and recording***  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Gather, record, classify and present data in a variety of ways to help in answering questions  ***Concluding***  Identify differences, similarities or changes related to simple scientific ideas and processes  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Use straightforward scientific evidence to answer questions or to support their findings  ***Evaluating***  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | ***Asking questions***  Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  ***Measuring and recording***  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  ***Concluding***  Identify scientific evidence that has been used to support or refute ideas or arguments  Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  ***Evaluating***  Use test results to make predictions to set up further comparative and fair tests | ***Asking questions***  Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  ***Measuring and recording***  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  ***Concluding***  Identify scientific evidence that has been used to support or refute ideas or arguments  Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  ***Evaluating***  Use test results to make predictions to set up further comparative and fair tests |
| **Plants** | 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 plants, including trees  **Key Vocab**: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud  Names of trees in the local area  Names of garden and wild flowering plants in the local area | Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  **Key Vocab:** As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy | 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, 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  **Key vocab:**  Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal |  |  |  |
| **Animals (including humans)** | Identify and name a variety of common 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 body and say which part of the body is associated with each sense  **Key Vocab*:*** Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves  Names of animals experienced first-hand from each vertebrate group  N.B. The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics.  The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals not just meat. | Notice that animals, including 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  **Key Vocab:**  Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta) | Identify that animals, including 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  **Key Vocab:**  Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fiber, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints | Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions  Construct and interpret a variety of food chains, identifying producers, predators and prey  **Key Vocab**:  Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain | Describe the changes as humans develop to old age (including puberty - PSHE link)  This needs to be taught alongside PSHE  Useful guidance can be obtained at: <http://www.ase.org.uk/news/aseviews/teaching-about-puberty/>  <http://www.ase.org.uk/documents/2016-joint-statement-on-reproduction/>  **Key Vocab:**  Puberty: the vocabulary to describe sexual characteristics | Identify and name the main parts of the human circulatory system, 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  Describe the ways in which nutrients and water are transported within animals, including humans  **Key Vocab:**  Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle |
| **Living things and their habitats** |  | Explore and compare the difference between things that are living, dead, and things that have never been alive  Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other  Identify and name a variety of plants and animals in their habitats, including micro-habitats  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  **Key Vocab**:  Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc. |  | Recognise that living things can be grouped in a variety of ways  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things  **Key vocab:**  Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals  **Key vocab:**  Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings | Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics  **Key vocab:**  Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering |
| **Evolution and inheritance** |  |  |  |  |  | Recognise that living things have changed over time and that fossils provide 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  **Key vocab:**  Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils |
| **Light and sound** |  |  | Recognise that they need light in order to see things and that the 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 shadows changes  **Key Vocab**: Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous | 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  Recognise that sounds get fainter as the distance from the sound source increases  **Key Vocab**: Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation |  | 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 explain why shadows have the same shape as the objects that cast them  **Key Vocab:**  As for year 3 plus straight lines, light rays. |
| **Forces and magnets** |  |  | 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 basis on 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  **Key Vocab:**  Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole |  | 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 gears, allow a smaller force to have a greater effect  **Key Vocab:**  Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears |  |
| **Electricity** |  |  |  | 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 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  **Key Vocab**: Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol  N.B. Children in year 4 do not ned to use standard symbols as this is taught in year 6 |  | 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  **Key Vocabulary**  Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage  NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably |
| **Earth and space** | ***Seasonal change***  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies  **Key Vocab:** Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length |  |  |  | ***Earth and space***  Describe the movement of the Earth, and other planets, relative to the Sun  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  **Key vocab:**  Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets |  |
| **Materials** | ***Everyday materials***  Distinguish between an object and the material from which it is made  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Describe the simple physical properties of a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties  **Key Vocab:** Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through | ***Uses of everyday materials***  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  **Key Vocab**: Names of materials – increased range from year 1  Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid  Shape, push/pushing, pull/puling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching | ***Rocks***  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  **Key Vocab:**  Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil | ***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  **Key Vocab:**  Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle | ***Properties and changes***  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, sieving and evaporating  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  Demonstrate that dissolving, mixing and changes of state are reversible changes  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda  **Key Vocab:**  Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material |  |