

Science – Knowledge Progression



| Area of Study | Reception (40-60 months) | Year 1 | Year 2 |
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| <p><u>Animals</u> <u>including</u> <u>Humans</u></p> | <ul style="list-style-type: none"> Name some of the animals found in the school grounds. Identify and name parts of the body. Locate and name senses for hearing and seeing | <ul style="list-style-type: none"> I can identify and name a variety of common British animals that are birds, fish, amphibians, reptiles, mammals and invertebrates I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | <ul style="list-style-type: none"> I know that animals, including humans, have offspring which grow into adults I can describe the basic needs of animals, including humans, for survival I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene |
| <p><u>Plants</u></p> | <ul style="list-style-type: none"> Identify the difference between a plant and a tree. Name trees and plants within the school grounds. Explore the parts of a flower. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| <p><u>Everyday</u> <u>Materials</u></p> | <ul style="list-style-type: none"> Identify and name a variety of materials they are using including wood, plastic, and metal. Explore how a material's shape can be changed. | <ul style="list-style-type: none"> 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 simple physical properties of a variety of everyday materials | <ul style="list-style-type: none"> I can identify and compare the suitability 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 |

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| | | <ul style="list-style-type: none"> I can compare and group together a variety of everyday materials on the basis of their simple physical properties | |
| <u>Seasonal Changes</u> | <ul style="list-style-type: none"> Name the seasons summer and winter and begin to show how they are different. Identify night and day and how they are different. | <u>Longitudinal study</u> <ul style="list-style-type: none"> I can observe changes across the four seasons I can observe and describe the weather associated with the seasons and how day length varies | |
| <u>Living things and their habitats</u> | <ul style="list-style-type: none"> Explore where different animals live in the school grounds. | | <ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead and things that have never been alive 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 kinds of animals and plants, and how they depend on each other I can identify and name a variety of plants and animals in their habitats, including micro - habitats 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 |