

Progression planning for science

Year 1

EYFS	National Curriculum
<p><u>40 – 60 months</u></p> <p>UW - Looks closely at similarities, differences, patterns and change.</p> <p><u>Early Learning Goal (ELG)</u></p> <p>EAD - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>UW - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Year 1</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • 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 <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> • 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 <p><u>Plants</u></p> <ul style="list-style-type: none"> • 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
	<p>Year 2</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • explore and compare the differences 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 for the basic needs of different kinds of animals and plants, and how they depend on each other

Progression planning for science

	<ul style="list-style-type: none">• identify and name a variety of plants and animals in their habitats, including microhabitats• 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 <p><u>Plants</u></p> <ul style="list-style-type: none">• 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 <p><u>Animals, including humans</u></p> <ul style="list-style-type: none">• 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 <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none">• 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
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Key science concepts, which will be covered and revisited: Planning and executing scientific enquiries to be able to work scientifically. This will include:

- Asking simple question and recognising they can be answered in different ways.
- Observing closely using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Seasonal changes will be covered in line with the natural changes of the seasons throughout the academic year.

Tier 2: scientist, investigate, experiment, fair test, research, observe, identify, group, compare, contrast, sort, classify, question, equipment, evidence, properties

Ongoing throughout the year: Seasonal changes (linked to daily dashboard)

Progression planning for science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/ Big Question	Common Animals How can we take care of animals and their habitats?	Water Creatures How can we take care of animals and their habitats?	Human Body How does the human body work?	Everyday Materials What materials are used for different objects and why?	Animals How can we classify animals?	Plants Why are plants important in our world?
Tier 3 subject specific vocabulary	Mammal, fish, amphibian, reptile, bird, carnivore, herbivore, omnivore, bones, muscles, heart, lungs, gills, mouth, teeth, tail, fur, feather, skin, scales, legs, animal, plant, human, creature, habitat, environment, care, nature, pets	fish, amphibian, reptile, carnivore, herbivore, omnivore, bones, muscles, heart, lungs, gills, mouth, teeth, tail, fin, skin, scales, legs, animal, plant, human, creature, habitat, environment, care, nature, eggs, mammals, sea, river, ocean, lake	Human, body, limbs, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, breathing, lungs, heart, veins, pumping, blood, blood cells, white blood cells, red blood cells, oxygen, carbon dioxide, liver, filter, kidneys, urine, stomach, digest, acid, senses, smell, sight, touch, hearing, taste, healthy, nerves, skin, tongue, taste buds, diet, balanced	Material, wood, metal, plastic, glass, water, rock, use, choice, best, worse, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, opaque, transparent, brick, paper, fabric, elastic, foil	Mammal, fish, amphibian, reptile, bird, carnivore, herbivore, omnivore, bones, muscles, heart, lungs, gills, mouth, teeth, tail, fur, feather, skin, scales, legs, animal, plant, human, creature, habitat, environment, care, nature, wild, wildlife, country	Plants, flower, vegetable, tree, bush, habitat, environment, evergreen, deciduous, roots, stem, leaves, pollen, seeds, bulb, trunks, braches,
What should children know, be able to do and remember?	All children should confidently be able to name some common animals, including pets. They should know some tier three words such as animal, fish and bird. Most children will have a wider knowledge of tier three vocabulary such as animal, fish, bird, mammal, omnivore, herbivore and carnivore. They will also be able to	All children should confidently be able to name some common animals that live in the sea for example whale, dolphin, clown fish, seahorse. They should know some tier three words such as gill, fish and fin. Most children will have a wider knowledge of tier three vocabulary such as animal, fish, mammal, omnivore,	All children should confidently be able to name some parts of the body e.g. head, legs, arms and knee. All children to name all of the five senses. Most children will have a wider knowledge of tier three vocabulary such as heart, lungs and liver. They will also be able to talk about the structure of the human body. Most	All children should confidently be able to name some materials for example wood, metal and plastic and know what some objects are made of. Most children will have a wider knowledge of tier three vocabulary such as waterproof and bendy. They will also be able to talk about what materials are used for. Most	All children should be able to confidently name animals that are classed as mammals, fish, amphibians, reptiles and birds. Most children will identify and name some common animals that are carnivores, herbivores and omnivores for example grouping them by what they eat. Children will be able to describe and	All children should be able to name some common plants they can find in their local environment for example, daffodil, oak tree. Pupils will be able to name the basic parts of a plant e.g. roots, stem, flower. Most children will be able to use the local environment to explore and answer questions about the plants. The

Progression planning for science

	<p>talk about the structure of animals and their habitats. Some children will have a wider knowledge of the key aspects, for example, they will know how to classify an animal as either a fish, reptile, amphibian, bird and mammal and be able to explain the reasons behind the classification e.g. mammals give birth to live young. Some children will have carried out their own research and reading and through this they may have a larger tier three word bank.</p>	<p>herbivore and carnivore. They will also be able to talk about the structure of animals that live in water and their habitats. Some children will have a wider knowledge of the key aspects, for example, they will know how to classify an animal that lives in the water as either a fish, reptile, amphibian or mammal and be able to explain the reasons behind the classification e.g. fish have gills to breath but mammals have lungs and need to come out of the water to breath. Some children will have carried out their own research and reading and through this they may have a larger tier three word bank.</p>	<p>children will be able to talk about which sense links to which part of the body and be able to draw, label and name the basic parts of the human body. Some children will be able to talk about the role of the different organs in the human body and how we use our different senses. Some children will have carried out their own research and reading and through this they may have a larger tier three word bank.</p>	<p>children will be able to talk about why certain materials are used for certain objects. Some children will be able to compare materials and talk about their properties in more detail. Some children will have carried out their own research and reading and through this they may have a larger tier three word bank.</p>	<p>compare the structure of a variety of common animals e.g. crocodile, giraffe and lion. Some children will be able to use their observation skills to compare and contrast different animals for example, why a dolphin is a mammal and not a fish.</p>	<p>children will be able to identify a wider range of common plants, including trees. Some children will be able to use a wide range of tier 3 words. The children will describe and record the structure of a plant for example the blossom, petals, roots, bulb, pollen and seed.</p>
Links to the key curriculum drivers	<p>Basic skills – using simple language such as ‘I have a pet dog’ ‘my dog is an animal that is a mammal’ ‘my dog is a carnivore because it eats meat’. Use of high quality non-fiction texts at a level that allows our children to begin to research independently and draw facts and</p>	<p>Basic skills – using simple language such as ‘a dolphin is a mammal not fish.’ ‘Fish have gills to help them breath in water.’ Use of high quality non-fiction texts at a level that allows our children to begin to research independently and draw facts and</p>	<p>Basic skills – using simple language such ‘this is my knee.’ ‘I have 5 senses and they are taste, touch, smell, hear and sight. Use of high quality non-fiction texts at a level that allows our children to begin to research independently and draw facts and</p>	<p>Basic skills – using simple language such ‘this is made out of wood.’ ‘This material is waterproof.’ Use of high quality non-fiction texts at a level that allows our children to begin to research independently and draw facts and knowledge from their</p>	<p>Basic skills- using simple language such as ‘giraffes are mammals because they give birth to live young and have fur.’ Use of high quality non-fiction texts at a level that allows our children to begin to research independently and</p>	<p>Basic skills- using simple language such as ‘a daffodil has petals’ and ‘a tree has roots.’ Use of high quality non-fiction texts at a level that allows our children to begin to research independently and draw facts and knowledge from their</p>

Progression planning for science

	<p>knowledge from their own reading and experiences. Diversity and spirituality – To understand and respect the diversity in the animal kingdom and how as humans we can help to protect and preserve the natural habitats of these animals. Awe and wonder of the world God has created. Aspirations – children will be provided the opportunity to explore different elements of science for example, biology and zoology which may link to their future aspirations for example looking after animals. Growth and well being - children are becoming independent learners begin to complete their own research within provision and lessons.</p>	<p>knowledge from their own reading and experiences. Diversity and spirituality – To understand and respect the diversity in the animal kingdom and how as humans we can help to protect and preserve the natural habitats of these animals. E.g. reducing the amount of plastic that ends up in waters. Aspirations – children will be provided the opportunity to explore different elements of science for example, biology and zoology which may link to their future aspirations for example working conserve the oceans. Growth and well being - children are becoming independent learners begin to complete their own research within provision and lessons.</p>	<p>knowledge from their own reading and experiences. Diversity and spirituality – To understand and respect the diversity of everyone and how people’s bodies and appearances may differ to their own. To understand that some people live with disabilities and for the children to understand that some people live without sight and hearing and how this may affect them. Aspirations – children may be inspired to find out more about the human body and this may lead to future aspirations. Growth and well being - children are becoming independent learners begin to complete their own research within provision and lessons. Children will develop an understanding of how to keep their bodies healthy.</p>	<p>own reading and experiences. Aspirations – children may be inspired to find out more about materials and their properties which may inspire them within provision areas when using different materials to make creations for example using the small world to make houses. Growth and well being - children are becoming independent learners begin to complete their own research within provision and lessons. Children will develop an understanding of how to keep their bodies healthy.</p>	<p>draw facts and knowledge from their own reading and experiences. Diversity and spirituality – To understand and respect the diversity in the animal kingdom and how as humans we can help to protect and preserve their natural habitats. Awe and wonder of the world that God has created. Aspirations – children may be inspired to find out more about animals and humans by wanting to find out more for example creating their own research at both home and school.</p>	<p>own reading and experiences. Diversity and spirituality – Awe and wonder of the world God created. Aspirations- children may want to learn more about how to care about plants, gardening, being botanists. Pupils may become inspired to find out more about plants beyond their local community.</p>
<p>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</p>	<p>Maths – animals in the local area (tally charts) Survey of children’s pets Geography – animals in the local area (linked to</p>	<p>Geography – Oceans of the world ICT – Clicker 6 making books about water animals</p>	<p>Maths – data handling Art – scientific sketches</p>	<p>DT – house modelling Art – landscaping using different materials</p>	<p>Art – scientific sketching and African animal art (Tinga Tanga) DT – animal prints</p>	<p>DT – Vegetable soup (using the vegetables the children have grown in the vegetable garden)</p>

Progression planning for science

<p>Focus on relevant texts/ books</p>	<p>teaching about Normanton) Visit – Haw Hill Park</p>	<p>DT – moving pictures of under the sea animals Literacy – writing fact files about animals that live in water. Visit – The Deep Books – Snail and the Whale</p>	<p>DT – healthy foods, sources of food, making healthy soup History – Florence Nightingale (link to nurses, healthy diet and how the body works) Visit – Nurse in school</p>	<p>Maths – data collection (strength of materials)</p>	<p>Visit- Yorkshire Wildlife Park</p>	
<p>Building blocks required</p>	<p>Foundation stage have equipped children to know animals names, where some animals live, minibeasts homes (linked to outdoor area), animals in different seasons.</p>	<p>Foundation stage have equipped children to know some water animals names and that some animals live in water.</p>	<p>Children in Foundation Stage have had the opportunity to talk about keeping yourself healthy for example exercising and eating the right foods.</p>	<p>Children in foundation stage experiment with materials that float and sink. Children have opportunity to explore the box modelling area and making their own choices of which material will work best.</p>	<p>Children need to have an understanding of the sorting criteria for mammals, birds, fish and reptiles. Pupils will have already learnt about this over the previous two terms.</p>	<p>Children grow their own plants in Upper Foundation stage. Pupils will have learnt about the seasonal changes that have already occurred this academic year.</p>

Progression planning for science

Year 2

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Progression planning for science

	<ul style="list-style-type: none">• identify and name a variety of plants and animals in their habitats, including microhabitats• 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 <p><u>Plants</u></p> <ul style="list-style-type: none">• 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 <p><u>Animals, including humans</u></p> <ul style="list-style-type: none">• 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 <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none">• 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
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Focus/ Big Question	<p>Materials- testing</p> <p>What materials are best for building blackout shelter?</p>	<p>Scientific enquiry electric circuits for lighting up a rocket.</p> <p>How can you dim the light in a rocket?</p>	<p>Materials –properties Mega structures</p> <p>What materials support mega structures best and why?</p>	<p>Human diet and exercise</p> <p>How can we be healthy heroes?</p>	<p>Living things and their habitats</p> <p>Do all living things sleep at night time?</p>	<p>Plants</p> <p>How does your garden grow?</p>
Tier 3 subject specific vocabulary	<p>Wood, metal, plastic, glass, brick, rock, paper, cardboard, squash, squashing, bend, bending, twist, twisting, stretch, stretching, flexible, fragile, translucent, opaque, waterproof, , metal, wire, strong, strongest, rigid, porous, water resistant</p> <p>Shelter, Anderson, Morrison</p>	<p>Electric, electricity, circuit, connections, wire, bulb, danger, conductors, switch, battery, test, appliance, dim, bright,</p>	<p>Wood, metal, plastic, glass, brick, rock, paper, cardboard, squash, squashing, bend, bending, twist, twisting, stretch, rigid, stretching, flexible, fragile, translucent, opaque, waterproof, , metal, wire, strong, strongest, porous.</p>	<p>Animals, humans, offspring, young, babies, toddler, child, teenager, adult, exercise, heart, lungs, muscles, respiration, survival, healthy, unhealthy, diet, eating, digesting, energy, fat, storage, nutrition.</p>	<p>Living, alive, dead, animals, food chain, habitat, micro habitat, sources of food, deciduous, rainforest, woodland, ocean, sea shore, shelter, plants, hibernating, winter, summer, spring, autumn, summer</p>	<p>Evergreen deciduous, mature, young, seedling, temperature, bulb, seed, stem, flower, leaves, branches, food, water, oxygen, store, carbon dioxide, germination, growth, survival, light, reproduction, environment, healthy, mature.</p>
What should children know, be able to do and remember?	<p>All children should be able to identify a variety of everyday materials and name some of their properties e.g. wood is strong, glass is fragile, plastic can bend. Children can talk about how some objects can be changed and the best uses for these objects. Most children will be able to sort materials according to their properties and can compare everyday materials in and around</p>	<p>All children should be able to connect a circuit using a light bulb, battery and wires. Most children will be able to connect a circuit using a bulb, wires and a battery, they should be able to discuss which materials carry or conduct the electricity and ask and answer questions why this happens. Some children will be able to use tier three</p>	<p>All children should be able to identify a variety of everyday materials and name some of their properties. Children can talk about how some objects can be made out of different materials for example how the ice hotel is made of ice. Most children will be able to think about the materials properties and talk about why they are suitable or</p>	<p>All children should be able to notice that animals, including humans, have offspring that grow into adults. All children should be able to talk about the basic needs of an animal and humans to survive for example that they need air to breathe, water to drink and food to eat. To talk in basic terms about how it is important for humans to exercise and eat the right</p>	<p>All children should be able to explore and compare the differences between things that are living, dead and things that have never been alive. To talk about how most living things that suitable habitat which they are suited to for example ‘a fish lives in the sea as it needs water to survive.’ ‘A polar bear is suited to live in the cold as it has blubber to keep it</p>	<p>All children should be able to observe and describe how seeds and bulbs grow. To talk about how plants need water, light and a suitable temperature to grow and stay healthy. (Most do not need light; seeds and bulbs have a food store inside them) Most children will be able to describe how seeds and bulbs grow into mature plants. To observe and record,</p>

Progression planning for science

	<p>school with materials in other places for example on the journey to school. Children can closely observe, identify and classify the uses of different materials and show this by recording their observations. Some children will be able to use tier three vocabulary confidently and talk about the effect of these properties on uses of the materials e.g. glass is transparent to allow light in. Metal is strong but flexible to allow it to be shaped into a roof and protect the people in the shelter.</p>	<p>vocabulary confidently. They should be able to brighten and dim the bulb within a circuit by adding or taking away parts of the circuit and explain why the changes had happened.</p>	<p>unsuitable for specific purposes, linked to when they are looking at what different mega structures are used for. Children will be able to talk about some people who have developed useful new materials for example, Jon Dunlop, Charles Macintosh, John McAdam. Some children will be able to use tier three vocabulary confidently and talk about the effect of these properties on uses of the materials. Children will compare the uses of everyday materials (from around school/home/outdoors, mega structures) observe closely, identify and classify the uses of different materials and record their observations.</p>	<p>amounts of certain foods for example not to eat lots of foods that have lots of sugars and fats. Most children will be able to use some of the tier three words when talking about animals and humans. Children are able to talk about reproduction in animals in basic terms for example 'spawn, tadpole, frog.' 'Growing into an adult can include reference to baby, toddler, child, teenager, adult.' Children learn the different food groups and what happens when these food groups are missing from human diet. For example how the lack of dairy may lead to weak teeth and bones. Some children will be able to use tier three vocabulary confidently. For children to conduct their own research by using texts, watching videos or using first hand observations about what different animals and humans need to have to survive and grow and make their own comparisons. The</p>	<p>warm.' To be able to name some animals and plants. To talk about how animals get their food from plants and other animals for example 'a lion eats meat and a giraffe only eats plants.' Most children will be able to discuss how certain habitats are suited to certain animals and how they provide for the basic needs to animals and plants and how they depend on each other. To be able to name animals, plants including micro-habitats. For example 'a micro habitat is a small habitat for example under logs where woodlouse live.' Children to be able to use a simple food chain and identify and name different sources of foods. Some children will be able to use tier three vocabulary confidently. To raise and answer questions about their local environment to identify and study a variety of plants and animals and observe how living things depend on each other.</p>	<p>with some accuracy how plants grow and change over time. Some children will be able to use tier three vocabulary confidently. To talk about how plants germinate and the process of reproduction and growth in plants.</p>
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Progression planning for science

				children will be able to ask their own questions to find out answers.	To discuss how different habitats have an impact on plants and animals.	
Links to the key curriculum drivers	<p>Basic skills – Naming everyday materials and their properties that they use and come across everyday. For example, spoons are metal. Pupils can identify how the materials of properties make them suitable for their different uses e.g. metal doesn't melt at the temperatures we cook. Pupils can apply their reading skills by using a wide range of non-fiction texts. Pupils can use their mathematical skills to gather and analyse data.</p> <p>Aspirations – Pupils may be inspired to find out about more about building and engineering.</p> <p>Growth and well being - children are independent learners who complete their own research within provision and lessons.</p>	<p>Basic skills – Children have some understanding of electricity and its dangers. They can build a simple circuit and understand that these circuits make up every day electrical items.</p> <p>Aspirations – this may inspire children to look more deeply into the workings of electricity and circuits.</p> <p>Growth and wellbeing – children learn how to be safe around electrical items such as not putting them in or near water.</p>	<p>Basic skills – Naming everyday materials and their properties that they use and come across everyday. For example, spoons are metal. Pupils can identify how the materials of properties make them suitable for their different uses e.g. metal doesn't melt at the temperatures we cook. Pupils can apply their reading skills by using a wide range of non-fiction texts. Pupils can use their mathematical skills to gather and analyse data.</p> <p>Aspirations – Pupils may want to find out the properties of different materials looking at materials found at school, home, outdoors, visits to different places.</p> <p>Growth and well being - children are independent learners who complete their own research within provision and lessons.</p>	<p>Basic skills – Naming what the basic needs of animals and humans are for example 'animals and humans need air, food and water to survive.' Pupils can apply their reading skills by using a wide range of non-fiction texts. Pupils can use their mathematical skills to gather and analyse data.</p> <p>Aspirations – This may inspire children to find out more about the growth and development of animals and humans and develop their own interests which they may research more within school or their own out of school experiences for example, going to see animals at the farm or wildlife parks.</p> <p>Diversity and spirituality – To understand and respect animals and humans at all stages of</p>	<p>Basic skills – Naming simple animals and the habitat that they live in. Pupils can apply their reading skills by using a wide range of non-fiction texts. Pupils can use their mathematical skills to gather and analyse data.</p> <p>Aspirations – Pupils may want to find out more about animals in the local and wider areas. They may wish to explore the outdoors to discover micro-habitats.</p> <p>Growth and well being - children are independent learners who complete their own research within provision and lessons.</p> <p>Diversity and spirituality – To understand and respect the diversity in the animal kingdom and understand the importance of the animals habitats to them.</p>	<p>Basic skills – To observe plants and bulbs and how they grow. Pupils can apply their reading skills by using a wide range of non-fiction texts. Pupils can use their mathematical skills to gather and analyse data.</p> <p>Growth and well being - children are independent learners who complete their own research within provision and lessons.</p> <p>Diversity and spirituality – To understand the importance of plants in our world and how to care for them properly. Awe and wonder of the world that God has created.</p> <p>Growth and well being - children are independent learners who complete their own research within provision and lessons.</p>

Progression planning for science

				<p>their growth and development.</p> <p>Growth and well being - children are independent learners who complete their own research within provision and lessons.</p>	<p>Awe and wonder of the world that God has created.</p> <p>Growth and well being - children are independent learners who complete their own research within provision and lessons.</p>	
<p>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</p> <p>Focus on relevant texts/ books</p>	<p>History- World War 1 and 2. BV: tolerance, democracy, rule of law.</p> <p>Visit: Armley Mills.</p>	<p>Topic link – Space Science is the key driver.</p>	<p>DT – building their own mega structures</p> <p>ART - Design drawings of mega structures Skyline ink art</p> <p>Visit: Mosque and cathedral visit</p>	<p>DT - Cooking – diet and exercise. Preparing dishes, understanding where food comes from</p> <p>PE – importance of physical exercise for our bodies</p>	<p>Literacy - Non-fiction writing on Nocturnal animals</p> <p>Geography - Comparing an area of the UK with a contrasting non-European country (animal link?)</p>	<p>Geography - Field work within the local area</p> <p>Visit: Fairburn Ings</p>
<p>Building blocks required</p>	<p>In Year 1 pupils will have learnt the names of everyday common materials and will be able to name some of the properties of these e.g. bendy, strong.</p>	<p>In Year 1 children have undertaken scientific lines of enquiry giving them the skills to ask and answer questions through experiments and scientific research.</p>	<p>In Year 1 pupils will have learnt the names of everyday common materials and will be able to name some of the properties of these e.g. bendy, strong. In Autumn 1 the children will have built their knowledge of materials looking at testing by their properties.</p>	<p>In Year 1 the children have looked closely at the features of the human body.</p>	<p>In Year 1 have learnt how to identify, name and classifying some animals. They have looked at where some animals live.</p>	<p>In Year 1 the children have used the local environment to explore and answer questions about the plants. The children have identified a wider range of common plants, including trees.</p>