WINS SUBJECT PROGRESSION GRID

SUBJECT……SCIENCE…… SUBJECT LEAD……KAREN HARRISON…….

ASPECT EYFS- The WORLD KEY STAGE 1- MATERIALS					
	EYFS	**YEAR ONE**		**YEAR TWO**	
VOCAB	Soft Hard Cold Hot Frozen Melting Ice water Solid Liquid	As EYFS Absorbent Bendy/stiff/ rigid Bright/ shiny Dull Elastic Foil Gas Glass Hard Liquid Man made Material Metal Plastic	Object Opaque Rock Rough See through Smooth Soft Solid Squashing Stretching Transparent Water Waterproof Wood	As Year 1 Brick Fabrics Natural Plastic Process Properties Purpose Recyclable Shiny Stiff Stretchy Suitable Twist Unsuitable	
WORKING SCIENTIFICALLY VOCAB	Change Differences Observation Similarities	As EYFS topics plus Collect Equipment Ruler Tape measure Test results Timer		As year 1 plus Block diagram Chart Gather Graph Link ideas Notice patterns	Order Pictogram Pipette Stop watch Syringe Table Tally chart Use comparitives

RESOURCES/ EQUIPMENT	Sand Water Mud kitchen Ice Baking activities Indoor and outdoor learning environment	As EYFS Materials Stop watch Tape measure	As Year 1 Different materials Ipads Books
KNOWLEDGE	-Explore similarities and differences in relation to different materials	As EYFS -Distinguish between an object and the material from which it is made -Identify and group a variety of everyday materials, including wood, plastic, glass, metal, water and rock. -Describe the simple physical properties of a variety of everyday materials using the terms hard/soft, stretchy/stiff, shiny/dull, rough/smooth, waterproof/ not waterproof, absorbent/ non absorbent, opaque/ translucent. -Compare and group together a variety of everyday materials on the basis of their simple physical properties.	As Year 1 -Identify properties of everyday materials -Identify what properties of materials make them suitable for a particular use and be encouraged to think about creative and unusual uses for everyday materials -Find out how the shapes of particular materials can be changed when they are squashed, twisted, bent and twisted.
SKILLS	<u>Working scientifically</u> -Ask simple questions <u>Identifying, classing and grouping</u> -Group materials in to different categories depending upon their properties	As EYFS <u>Working scientifically</u> -Ask simple questions <u>Identifying, classing and grouping</u> -Group materials in to different categories depending upon their properties -Record results using simple tables and	As Year 1 <u>Working scientifically</u> -Asks simple questions and recognises they can be answered in different ways <u>Identifying, classing and grouping</u> -Compare the use of everyday materials in and around the school

		charts <u>Comparative and fair testing</u> Perform simple comparative tests to explore questions about everyday objects	with materials found in other places <u>Observing over time</u> -Observe closely the use of different materials and record observations <u>Comparative and fair testing</u> -Investigate what happens when water is placed on different materials -Consider why some properties of materials make them suitable or unsuitable for different uses -Investigate how some objects can be changed by squashing, bending, twisting and stretching Pattern seeking -Comparing materials used for the same purpose <u>Research</u> -Find out which materials are recyclable and group these accordingly

ASPECT EYFS- The WORLD KEY STAGE 1- ANIMALS INCLUDING HUMANS					
	EYFS	**YEAR ONE**		**YEAR TWO**	
VOCAB	Naming animals and their young Naming different mini beasts	As EYFS plus Arms Body Elbows Eyebrows Eyelashes Ears Eyes Face knees Legs Neck	Head Hear/ hearing See/seeing Smell/smelling Taste/ tasting Touch/ touching Teeth Tongue	As Year 1 plus Adult Baby Backbone Balanced diet Basic needs- water,air Bones Child Disease Exercise	Food types Grow Healthy Hygiene Infection Life cycle Muscles Offspring Survival Teenager Unhealthy Young
WORKING SCIENTIFICALLY VOCAB	Change Differences Observation Similarities	As EYFS plus Answers Compare Different Differences Measure Questions Similar		As year 1 plus Block diagram Chart Gather Graph Link ideas	Notice patterns Order Pictogram Table Tally chart Use comparitives
RESOURCES/ EQUIPMENT	Bug finders Magnifying glasses Mini beast checklist	Books Ipad		Books Ipad	

KNOWLEDGE	-Explore similarities and differences of animals and explain why things occur and talk about changes	-Identify, name and label the basic body parts of the human body -Know which part of the body is associated with each sense	-Identify what a life cycle is and research different life cycles. -Research to find out about what all animals need to survive. -Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
SKILLS	<u>Working scientifically</u> -Ask simple questions <u>Identifying, classing and grouping</u> -Group different animals using different criterias that are the childrens ideas <u>Observing over time</u> -Make observations of animals and explain why some things occur and talk about changes	<u>Working Scientifically</u> -Ask simple questions <u>Identifying, classing and grouping</u> -Investigate the 5 senses through practical activities -Complete a simple exercise and describe which parts of the body move <u>Research using secondary sources</u> -Find out about healthy and unhealthy foods in our diet	<u>Working Scientifically</u> -Ask simple questions and recognise they can be answered in different ways. <u>Observing over time</u> -Record a food diary and evaluate your diet <u>Identifying, classing and grouping</u> -Match animals to their off spring -Order the stages in human life <u>Research using secondary sources</u> -Research animal charities such as RSPCA and how they keep animals safe

ASPECT EYFS- The WORLD KEY STAGE 1- PLANTS					
	EYFS	**YEAR ONE**		**YEAR TWO**	
VOCAB	Bean Growth Plant Seed seedling	As EYFS plus Berry Blossom Branch Bulb Deciduous Evergreen Flower Fruit Names of garden plants/ wild plants/ trees	Grown Leaf/leaves Petal Roots Seed Stalk Stem Tree Trunk Vegetable Weed	As year 1 plus Bulb Earth Flowering Fully grown Growth Healthy Hot/ cold Light Nutrients Petal	Plant Reproduce Seedling Shoot Soil Vegetation Water Wither
WORKING SCIENTIFICALLY VOCAB	Change Differences Observation Similarities	As EYFS plus Answers Compare Different Differences Measure Questions Similar		As year 1 plus Block diagram Chart Gather Graph Link ideas Notice patterns Order Pictogram Table Tally chart Use comparitives	

RESOURCES/ EQUIPMENT	Seeds Soil Pots	Plants Outdoor environment Seeds	Books Ipads Pots Seeds
KNOWLEDGE	-Develop an understanding of growth and decay over time -Can talk about some of the things they have observed such as plants	-Observe, 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 plants and trees(including leaves, petals, fruit, roots, bulb, seed, trunk branches stem)	-Observe, record and describe how seeds and bulbs grow into mature plants. -Find out and describe the things that plants need to grow into mature plants and stay healthy. -Use the local environment throughout the year to observe how different plants grow. - Describe the parts of common plants and trees.
SKILLS	<u>Working scientifically</u> -Ask simple questions <u>Observation over time</u> Observe growth of a bean over time and discuss changes <u>Comparative and fair testing</u> Investigate which are the best conditions to grow a seed in <u>Research using secondary sources</u> Identify through these sources what plants need to grow	<u>Working Scientifically</u> Ask simple questions <u>Identifying, classing and grouping</u> -Observe closely with simple equipment and begin to sort, identify and group plants - Label the parts of a plant -Use the local environment to explore and answer questions about plants growing in the local habitat <u>Observing over time</u> -Compare changes over time as plants grow and change according to the seasons - Carrying out a simple experiment of	<u>Working Scientifically</u> Asks simple questions and recognises they can be answered in different ways <u>Observing over time</u> -Use observations and ideas to suggest answers to questions -Plant a bulb or seed watch it grow Identifying, classing and grouping -Dissect a variety of fruits and locate where there seeds are - Eat a variety of vegetables and describe which parts of the plant they come from <u>Comparative and fair testing</u>

		growing a bean, recording in a simple table the results of the growth of the bean.	-Compare the growth of 2 plants(using the same bulb or seed) where 1 condition is different(no water, light, a smaller container)

ASPECT EYFS- The WORLD KEY STAGE 1- SEASONAL CHANGES					
	EYFS	**YEAR ONE**		**YEAR TWO**	
VOCAB	Autumn Frost Ice Light and dark Months Seasons- Autumn, Winter, Spring and Summer Snow Weather Winter	As EYFS plus Days Daylight Hours Moon Movement Names of common weather features Temperature			
WORKING SCIENTIFICALLY VOCAB	Change Differences Observation Similarities	As EYFS plus Explore Observe Record			
RESOURCES/ EQUIPMENT	Books Ice Water	Thermometer Binoculars			
KNOWLEDGE	-Name the seasons and recognise changes in the weather	Observe and identify changes across the seasons -Identify weather associated with the seasons			

		-Investigate how day length varies -Learn more about nocturnal animals	
SKILLS	<u>Working scientifically</u> -Ask simple questions <u>Observation over time</u> -Observe and discuss changes in the weather <u>Comparative and fair testing</u> -Ice cube challenge <u>Identifying, classifying and grouping</u> -Sorting animals that live in different climates	<u>Working Scientifically</u> Ask simple questions <u>Observing over time</u> -Discuss changes in the weather over time -Observe closely these changes using simple equipment -Compare how day length changes throughout the seasons. <u>Identifying, classing and grouping</u> -Record results using simple tables and charts <u>Research using secondary sources</u> Research animals that hibernate or migrate in winter months	

ASPECT EYFS- THE WORLD KEY STAGE 1- LIVING THINGS AND THEIR HABITATS					
	EYFS	**YEAR ONE**		**YEAR TWO**	
VOCAB	Different mini beast names Life cycle			Adaptations Alive Breathe Carnivore Conditions Characteristics Depend Food chain Habitat Herbivore Invertebrate Living	Microhabitat-log, bush Mini beast Non living Offspring Omnivore Plant Shelter Source Tree Vegetation Vertebrate
WORKING SCIENTIFICALLY VOCAB	Change Differences Observation Similarities			Block diagram Chart Gather Graph Links ideas Notice	patterns Order Pictogram Table Tally chart Use comparatives
RESOURCES/ EQUIPMENT	Bug finders Magnifying glasses Mini beast identification sheets			Books Ipads Outdoor environment	

KNOWLEDGE	-Develop an understanding about similarities and differences in relation to living things. -Make observations of animals and explain why some things occur. -Discuss changes in relation to living things		-Explore and compare the differences between things that are living, dead, and that have been alive. -Know that most things live in habitats to which they are suited. -Describe how different habitats provide for the basic needs of different kinds of animals and plants. -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.
SKILLS	<u>Working scientifically</u> -Ask simple questions <u>Observation over time</u> -Observe and discuss changes that take place in the life cycle of an animal <u>Identifying, classifying and grouping</u> -Identify different mini beasts in the school environment and group accordingly		<u>Working Scientifically</u> Asks simple questions and recognises they can be answered in different ways <u>Identifying, classifying and grouping</u> -Sort and classify things according to whether they are living, dead or were never alive, and record their findings using charts - Match plants and animals to their habitats <u>Pattern seeking</u> - Create simple food chains that begin with a plant - Compare 2 different habitats and

			explain which animals and plants can be found there <u>Observing over time</u> -Gather and record data to help in answering questions -Observe closely a microhabitat - Compare differences between 2 micro habitats -Observe different mini beasts on a mini beast hunt. What do you notice about the minibeasts that live in each one? Why do you think this is? Discuss how mini beasts help to keep the microhabitat healthy? <u>Research using secondary sources</u> -Answer questions 'why would a polar bear not survive in the desert