

## EYFS- KS1 Skills Progressions- Science



|                          | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | KS1 – Year 1 NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Working Scientifically   | <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>ELG: Building Relationships</b><br/>Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> <li>• Making predictions</li> <li>• Observations</li> <li>• Investigation areas</li> <li>• Experiments</li> <li>• Fair testing</li> <li>• Baking</li> <li>• Evaluating</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Asking simple questions and recognising that they can be answered in different ways<br/>Observing closely, using simple equipment<br/>Performing simple tests<br/>Identifying and classifying<br/>Using their observations and ideas to suggest answers to questions<br/>Gathering and recording data to help in answering questions</p> <p>Asking questions/Comparative &amp; fair tests<br/>Observing<br/>Identifying and classifying<br/>Pattern seeking<br/>Research</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Animals including humans | <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of plants and animals.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>ELG: Speaking</b><br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Autumn is about ourselves</li> <li>• Name body parts/ sing Simon Says, Heads Shoulders</li> <li>• Healthy eating</li> <li>• Learn about our senses</li> <li>• Keeping healthy fortnight</li> <li>• Tooth brushing/oral hygiene</li> <li>• PofR books about animals</li> <li>• Topic in Aut 2 about animals including sea creatures</li> <li>• Trips to the sea life/ zoo</li> <li>• Labelling animals and their body parts</li> <li>• Naming animals</li> <li>• Animal sounds</li> <li>• Habitats of animals</li> <li>• What animals eat</li> </ul> | <p>Pupils should be taught to:<br/>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br/>Identify and name a variety of common animals that are carnivores, herbivores and omnivore</p> <p>This topic can be linked with <i>'Rapunzel'</i> <i>'The Last Wolf'</i> and <i>'The Fox and The Star'</i></p> <p><i>Which animals would be found in the woods? or How are humans the same and different to animals?</i></p> <ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (use story character)</li> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> </ul> |

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| Plants             | <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of plants and animals.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>ELG: Speaking</b><br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Spr 2 topic of Growing / minibeasts</li> <li>• Still life pictures of flowers, painting, collage, observational drawing</li> <li>• Labelling plants and flowers</li> <li>• Planting in the outdoor area</li> <li>• Bean in a bag</li> <li>• planting sunflowers to take home</li> <li>• Life cycle of the plant</li> <li>• Investigating parts of the plants and observing</li> <li>• Garden centre role play</li> <li>• Plant investigations- which liquid is best?</li> <li>• Plants for food, medicine</li> <li>• Different seeds and plants</li> <li>• Naming flowers, plants and trees</li> <li>• Nature walk</li> <li>• Taking care of plants</li> <li>• Cooking with different plants and ones we have grown ourselves</li> <li>• Fruit eating/ fruit salad</li> <li>• Oliver fruit salad/ vegetables, Handas surprise</li> </ul> | <p>Pupils should be taught to:<br/>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br/>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>This topic can be linked with- All Summer books especially- <i>'Where the Wild things Are'</i>- What types of plants might the creatures see?<br/><i>The Secret Sky Garden</i> -link for growing and observing seeds and flowers<br/><i>The Bee Who Spoke</i>- bee friendly flowers</p> <p><b><i>How can we make our school more bee friendly?</i></b></p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including tree</li> <li>-Observe and describe how seeds and bulbs grow into mature plants</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>                                                                                                                                                                                            |
| Everyday Materials | <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</li> </ul> <p><b>ELG: Speaking</b><br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>• Waterproofing investigation- LRRH</li> <li>• Clothes to wear in different season</li> <li>• Floating and sinking- making a boat</li> <li>• Melting chocolate- baking</li> <li>• Freezing water</li> <li>• Naming different materials</li> <li>• Materials in creative area</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Pupils should be taught to:<br/>Distinguish between an object and the material from which it is made<br/>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br/>Describe the simple physical properties of a variety of everyday materials<br/>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>This topic can be linked with the following books:<br/><i>'Traction Man'</i> (Toys) - <i>'Beegu'</i> or <i>'The Man on The Moon'</i> (Which materials would be suitable for making a spaceship or space suit.)</p> <p><b><i>Does it matter what material my toy is made out of?</i></b><br/><b><i>Which materials should we build a spaceship out of?</i></b></p> <ul style="list-style-type: none"> <li>-Distinguish between an object and the material from which it is made</li> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>-Describe the simple physical properties of a variety of everyday materials</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties (Compare through testing)</li> </ul> |

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| Seasonal Change | <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</li> </ul> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>• Each season is taught for a week each term.</li> <li>• seasonal walks and collage</li> <li>• seasonal signs on walk</li> <li>• Hibernating animals</li> <li>• Freezing animals</li> <li>• Cold / hot seasons</li> <li>• Habitats in cold places</li> <li>• Weather at different times of the year</li> <li>• Weather chart</li> <li>• Different clothes for different weather</li> <li>• Planting in spring</li> <li>• Leaf collection in autumn</li> <li>• Eating fruit/ using it in cookery in summer</li> <li>• </li> </ul> | <p><b>Pupils should be taught to:</b></p> <p><b>Observe changes across the four seasons</b></p> <p><b>Observe and describe weather associated with the seasons and how day length varies.</b></p> <p><i>Why does it get dark earlier in winter?/ How do the seasons impact on what we do?</i></p> <ul style="list-style-type: none"> <li>- Observe changes across the 4 seasons.</li> <li>- Observe and describe weather associated with the seasons and how day length varies.</li> <li>- Children should observe and talk about changes in the weather and the seasons.</li> </ul> |
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