



Crawley Ridge Infant School – Progression in Science Grid



(Key Vocabulary, Knowledge and Skills)

Summer 1

	Year R	Year 1	Year 2
Curriculum Links	<p>Understanding the World</p> <ul style="list-style-type: none">• Explore the natural world around them• Describe what they see, hear and feel whilst outside.• Recognise some environments that are different from the one in which they live.• ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants• ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none">• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">– regular physical activity– healthy eating– toothbrushing– sensible amounts of ‘screen time’– having a good sleep routine– being a safe pedestrian	<ul style="list-style-type: none">• Pupils observe changes across the four seasons (ongoing)• Pupils identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• Pupils identify and describe the basic structure of a variety of common flowering plants, including trees.	<ul style="list-style-type: none">• Pupils observe and describe how seeds and bulbs grow into mature plants• Pupils find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

<p>Working Scientifically</p>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Respond to new experiences that you bring to their attention. Make independent choices <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Feel confident about coming up with their own ideas. Make more links between those ideas. 	<ul style="list-style-type: none"> asking simple questions and recognising that 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 	<ul style="list-style-type: none"> asking simple questions and recognising that 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
<p>Key Experience</p>	<ul style="list-style-type: none"> Making fruit salad- keeping healthy Minibeast hunt 	<ul style="list-style-type: none"> Weather Investigations – using indoor/outdoor thermometers Plant Hunt 	<ul style="list-style-type: none"> Growing plants Investigation - What do plants need to grow healthily?
<p>Key Knowledge <i>To demonstrate their understanding pupils will :</i></p>	<ul style="list-style-type: none"> Know they must eat well to stay healthy Name several common minibeasts e.g. worm, butterfly, ladybird, beetle, fly, spider Identify and describe some basic differences between minibeasts (e.g. wings/no wings, number of legs) 	<ul style="list-style-type: none"> Identify and describe the parts of a flowering plant e.g. stem, petal, leaf, roots Know that the flowering part of a plant attracts insects to help them reproduce (make more plants). Know that the stem transports water around the plant Know that the leaves make food for the plant using sunlight. Know that roots absorb water and keep the plant anchored to the ground or whatever it is growing in/on. Name a variety of common plants found in our local area by matching them to a named image Identify and describe the parts of a tree e.g. branches, trunk, leaf. 	<ul style="list-style-type: none"> Know that seeds need water, soil and nutrients to germinate Know that plants may grow from either seeds or bulbs. Describe how seeds and bulbs grow into mature plants Say what plants need to grow healthily e.g. appropriate amount of water, air, light, a suitable temperature Know why plants disperse their seeds and describe some ways plants disperse their seeds Know that different seeds grow into different plants Identify at least two types of seeds and name the plants that they will grow into
<p>Key Skills <i>To demonstrate their understanding pupils will:</i></p>	<ul style="list-style-type: none"> Name some common fruits Name some common minibeasts (e.g. worm, butterfly, ladybird, beetle, fly, spider) 	<ul style="list-style-type: none"> Group plants according to their features Sort plants by their flowers Draw and label a diagram of a flowering plant Draw and label a diagram of a tree 	<ul style="list-style-type: none"> Make predictions about the growth of a plant Draw the lifecycle of a plant Observes and records with some accuracy, the growth of a plant as it changes over time Carries out a comparative test to show that plants need light/air/water/suitable temperature to stay healthy. Use simple equipment to make measurements

Key Vocabulary	<ul style="list-style-type: none"> • Fruit, (names of common fruits) healthy • minibeast, insects, worm, butterfly, ladybird, beetle, fly, spider, Legs, wings, • rock, soil, tree, web 	<ul style="list-style-type: none"> • Trees - deciduous, evergreen, ash, birch, beech, rowan, oak, sweet chestnut, horse chestnut, etc • Wild flowering plants e.g. daisy, dandelion, • Garden plants – crocus, daffodil, etc Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs 	<ul style="list-style-type: none"> • Plant, bulb, seed, life cycle, germination, shoot, seedling, sprout, mature • seed dispersal • water, light, heat, temperature, nutrients
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