



Crawley Ridge Infant School – Progression in Science Grid



(Sequence and Structure)

Implementation

In the EYFS science is integrated within a topic based curriculum. It focuses on practical investigations and encourages the exploration of the natural world. In KS1 science is taught in a two-hour session each week. The lessons in Key Stage 1 are delivered by the class teachers. We believe that children learn best through practical experiences, activities are designed to capture interest and develop their organisational skills, communication and the use of scientific and explanatory vocabulary. Specialist vocabulary is taught and revisited allowing this knowledge to become embedded.

	Nursery	Year R	Year 1	Year 2
Plants	<p>Understanding the World</p> <ul style="list-style-type: none">• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant and an animal.• Begin to understand the need to respect and care for the natural environment and all living things.	<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.• 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	<ul style="list-style-type: none">• 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.

		seasons and changing states of matter.		
Animals, Including Humans	<p>Understanding the World</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<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. • 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 and 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 	<ul style="list-style-type: none"> • Pupils identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Pupils identify and name a variety of common animals that are carnivores, herbivores and omnivores • Pupils describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Pupils 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"> • Pupils notice that animals, including humans, have offspring which grow into adults • Pupils find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Pupils describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

		<ul style="list-style-type: none"> – toothbrushing – sensible amounts of ‘screen time’ – having a good sleep routine – being a safe pedestrian • ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 		
<p style="text-align: center;">Materials</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Talk about the differences between materials and changes they notice. 	<p>Understanding the World</p> <ul style="list-style-type: none"> • ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> • Pupils distinguish between an object and the material from which it is made • Pupils identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Pupils describe the simple physical properties of a variety of everyday materials 	<p>Uses of Everyday materials</p> <ul style="list-style-type: none"> • Pupils identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Pupils find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

			<ul style="list-style-type: none"> • Pupils compare and group together a variety of everyday materials on the basis of their simple physical properties 	
Seasonal Changes		<p>Understanding the World</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • ELG- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Pupils observe changes across the four seasons • Pupils observe and describe weather associated with the seasons and how day length varies. 	
Living Things and Their Habitats	<p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live. • ELG – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences 		<ul style="list-style-type: none"> • Pupils explore and compare the differences between things that are living, dead, and things that have never been alive • Pupils 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

		<p>and what has been read in class.</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Learn new vocabulary. 		<p>plants, and how they depend on each other</p> <ul style="list-style-type: none"> • Pupils identify and name a variety of plants and animals in their habitats, including microhabitats • Pupils 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.
Forces	<p>Understanding the World</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel. 			
Key vocabulary	<ul style="list-style-type: none"> • Animal, Baby, adult, change, names of common animals • Seed, plant, grow. • Names of common materials 	<ul style="list-style-type: none"> • Baby, child, adult, change, butterfly, caterpillar, egg, grow • Season, day, night • Tree, leaf, flower, stem, seed, plant, grow • Smell, Touch, Hear, Taste, See • Float, sink, see through, wet, dry, soak 	<ul style="list-style-type: none"> • names of flowers and trees, deciduous, evergreen, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem. • Season, hibernate, migrate, temperature, weather, autumn, winter, summer, spring • fish, amphibians, reptiles, birds and 	<ul style="list-style-type: none"> • habitat, micro-habitat, names of habitats (e.g. seashore, woodland, ocean, rainforest, polar, desert, leaf litter), prey, predator, carnivore, herbivore, omnivore, food chain, producer, consumer, conditions, environment • germination, growth, survival, photosynthesis, seeds,

			<p>mammals, carnivore, herbivore, omnivore</p> <ul style="list-style-type: none">• main body parts (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth), senses• materials, wood, plastic, glass, metal, water, and rock• Properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent.	<p>seedlings, bulbs, environment,</p> <ul style="list-style-type: none">• lifecycle, offspring• hygiene, diet, germs, exercise, healthy• suitability, materials, properties, translucent, squashing, stretching, bending, twisting
--	--	--	--	--