



## Crawley Ridge Infant School – Progression in Science Grid



### (Key Vocabulary, Knowledge and Skills)

#### Autumn 1

	Nursery	Year R	Year 1	Year 2
Curriculum Links		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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Pupils notice that animals, including humans, have offspring which grow into adults</li> <li>Pupils find out about and describe the basic needs of animals, including humans, for survival (water, food and air, shelter)</li> <li>Pupils describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
Working Scientifically		Playing and Exploring <ul style="list-style-type: none"> <li>Plan and think ahead about how they will explore or play with objects.</li> <li>Respond to new experiences that you bring to their attention.</li> <li>Make independent choices</li> </ul> Creating and thinking critically <ul style="list-style-type: none"> <li>Sort materials..</li> </ul>	<ul style="list-style-type: none"> <li>observing closely</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>
Key Experience		<ul style="list-style-type: none"> <li>Autumn hunt- what are the signs of Autumn? What can we find?</li> <li>Collecting natural resources</li> <li>Take the children outside on a windy autumn day and support them to fly a</li> </ul>	<ul style="list-style-type: none"> <li>Senses Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Alive, Once Alive, Never Alive Hunt</li> <li>Investigations – Effects of exercise on the body</li> <li>Pose own question(s) for an investigation</li> </ul>

		kite. Can the children think about what might be keeping the kite in the air?		
<b>Key Knowledge</b> <i>To demonstrate their understanding pupils will :</i>		<ul style="list-style-type: none"> <li>Describe some basic seasonal changes between summer and autumn (the weather is getting colder/rainier, leaves changing colour, some trees lose their leaves)</li> </ul>	<ul style="list-style-type: none"> <li>Name basic parts of the body that can be seen (head, neck, arms, elbows, legs, knees)</li> <li>Name basic parts of the face (face, ears, eyes, hair, mouth, teeth)</li> <li>Name the five main senses (sight, smell, taste, touch, hearing)</li> <li>Say which parts of the body are mostly associated with each sense (sight=eyes, smell=nose, taste=tongue, touch=hands/skin, hearing=ears)</li> <li>Compare different textures, sounds and tastes using appropriate vocabulary (e.g. Soft, hard, smooth, rough, bumpy)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the four basic needs for survival (air, water, food, shelter)</li> <li>Identify things that are living, dead, and things that have never been alive</li> <li>Recall some of the 7 life processes (move, respire, reproduce, grow, excrete, respond, need nutrients/energy)</li> <li>Identify several foods according to the basic food groups (fats and sugars, dairy, fruits and vegetables...)</li> <li>Explain that humans can stay healthy by eating a balanced diet, drinking plenty of water and exercising regularly.</li> <li>Explain why good hygiene is important for health and give two examples of how we can keep clean (link to PSHE)</li> </ul>
<b>Key Skills</b> <i>To demonstrate their understanding pupils will:</i>		<ul style="list-style-type: none"> <li>Sort and classify natural objects</li> </ul>	<ul style="list-style-type: none"> <li>Identify and label basic parts of the body</li> <li>Sort and classify</li> </ul>	<ul style="list-style-type: none"> <li>Draw and label the lifecycle of a human (baby, toddler, child, teenager, adult)</li> <li>Use their own observations to answer questions (e.g. What is the effect of exercise on the body?)</li> <li>Perform a simple comparative test</li> <li>Record data on a simple table</li> <li>Use the data they have collected to answer a question, commenting on similarities, differences and patterns</li> </ul>
<b>Key Vocabulary</b>		<ul style="list-style-type: none"> <li>Season, summer, autumn, wind, weather, hotter, colder</li> </ul>	<ul style="list-style-type: none"> <li>main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)</li> <li>senses, sight, touch, smell, taste, hearing</li> <li>Sweet, salty, sour</li> </ul>	<ul style="list-style-type: none"> <li>Lifecycle, baby, toddler, child, teenager, adult, off spring</li> <li>hygiene, diet, germs, exercise, balanced diet, healthy, nutrients,</li> <li>alive, living, dead, move, respire, waste, respond, environment, reproduce, grow, nutrients, energy.</li> <li>muscles, organs, heart, lungs, bones</li> </ul>

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