



# Curriculum Progression

## Science – materials and their properties

### EYFS

- identifying simple objects and what they are made of
- observing every day materials and comparing similarities and differences
- Name, describe and sort materials
- Explore the range of objects that can be made by one material, e.g. wood

### Key Stage 1

- distinguish between an object and the material from which it is made. For example, wood, plastic, metal
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials, their uses and suitability
- compare and group together a variety of everyday materials on the basis of their simple physical properties. For example, what do metals have in common?
- observing closely, using simple equipment to explore changes
- perform simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

### Lower Key Stage 2

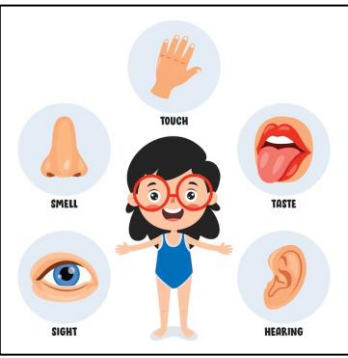
- describe the difference between solids, liquids and gases
- sort matter into solids, liquids and gases
- observe that some materials change state when they are heated or cooled
- identify the part played by evaporation and condensation





# Curriculum Progression

## Science – Human and Animal Biology



### EYFS

- name the human body parts and senses
- name woodland animals and compare features
- name jungle animals and compare features
- name a variety of pets and compare features
- name farm animals and compare features
- identify mini-beasts
- understand a basic life-cycle

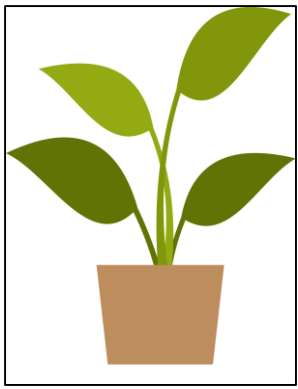
### Key Stage 1

- identify human body parts and link the senses
- identify and classify animals and what they eat
- know the basic needs of animals and humans in order to survive in their habitats
- understand what is living, dead or never lived
- understand how animals adapt to survive
- understand how to keep healthy
- identify life cycles
- understand how a food chain works
- identify micro-habitats

### Lower Key Stage 2

- classify different animals.
- identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food, they get nutrition from what they eat
- use accurate scientific vocabulary to label parts of the skeleton.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement and how it works
- explain the different type of teeth humans have and their functions





# Curriculum Progression

## Science – plant biology



### EYFS

- know that some plants grow from bulbs
- name trees and their parts
- name and compare leaves
- know that some plants from seeds
- name parts of a plant

### Key Stage 1

- identify deciduous and evergreen trees
- identify a variety of trees
- name parts of a tree
- identify parts of a plant, explaining their purpose

### Lower Key Stage 2

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.





# Curriculum Progression

## Science – Physics and seasonal change

### EYFS

- name the four seasons including changes in weather

### Key Stage 1

- name and describe the changes between seasons
- observe and describe changes in weather associated with the seasons
- recognise how the length of the day varies between the seasons

### Lower Key Stage 2

- recognise how to protect my eyesight, including protection from sun damage
- use the terms transparent, translucent and opaque
- set up a simple comparative and fair test
- record findings using simple scientific language, bar charts and tables and use these to draw conclusions
- explain how shadows are formed
- explain what determines the length of shadows

