

# Science Progression Document

The Horsell Village School



	Reception	Year 1	Year 2
<b>Plants</b>			
Knowledge	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how seeds and bulbs grow into mature plants.</li> <li>I can describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Make observations and draw pictures of plants.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe changes over a period of time.</li> <li>I can compare and contrast different plants.</li> <li>I can identify and group plants</li> <li>I can use my observations to suggest answers to questions.</li> <li>I can record changes over time.</li> <li>I can begin to perform simple tests.</li> <li>I can begin to use simple equipment.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe how seeds and bulbs grow into mature plants.</li> <li>I can find out how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>I can use my observations to suggest answers to questions.</li> <li>I can perform simple tests.</li> <li>I can use simple equipment.</li> </ul>
<b>Animals- including humans</b>			
Knowledge		<ul style="list-style-type: none"> <li>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>	<ul style="list-style-type: none"> <li>I notice that animals, including humans, have offspring which grow into adults.</li> <li>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Make observations and draw pictures of animals.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>I can use observations to compare and contrast animals at first hand or through videos and photographs</li> <li>I can describe how to identify and group animals.</li> <li>I can use senses to compare different textures, sounds and smells.</li> <li>Identify, name draw and label basic parts of the human body. Name which body part is associated to each sense,</li> </ul>	<ul style="list-style-type: none"> <li>I can observe, through video or first-hand observation and measurement (how different animals, including humans, grow)</li> <li>I can ask questions about what things animals need for survival and what humans need to stay healthy</li> <li>I can find out about and describe the basic needs of animals, including humans, for survival.</li> <li>I can suggest ways to find answers to their questions</li> </ul>
<b>Everyday Materials</b>			
Knowledge		<ul style="list-style-type: none"> <li>I can distinguish between an object and the material from which it is made.</li> <li>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>I can describe the simple physical properties of a variety of everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and compare the suitability of a variety of everyday materials for particular uses.</li> <li>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
Skills		<ul style="list-style-type: none"> <li>I can perform simple tests to explore questions.</li> <li>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>I can begin to record my observations.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare the uses of everyday materials in and around the school with materials found in other places.</li> <li>I can observe closely.</li> </ul>

			<ul style="list-style-type: none"> <li>I can identify and classify the uses of different materials.</li> <li>I can record my observations.</li> </ul>
<b>Seasonal Changes</b>			
Knowledge	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>I know how the weather changes across the four seasons.</li> <li>know how day length varies in seasons.</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe changes across the four seasons.</li> <li>I can observe and describe weather associated with the seasons and how day length varies.</li> <li>I can talk about the changes I observe.</li> </ul>	
<b>Living things and their habitats</b>			
Knowledge	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them.</li> </ul>		<ul style="list-style-type: none"> <li>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>I can identify that most living things live in habitats to which they are suited.</li> <li>I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>I can identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>I can 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.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul>		<ul style="list-style-type: none"> <li>I can sort and classify things according to whether they are living, dead or were never alive and record findings using charts.</li> <li>I can talk about ways of answering their questions.</li> <li>I can find out how the conditions affect the number and type(s) of plants and animals that live there.</li> </ul>